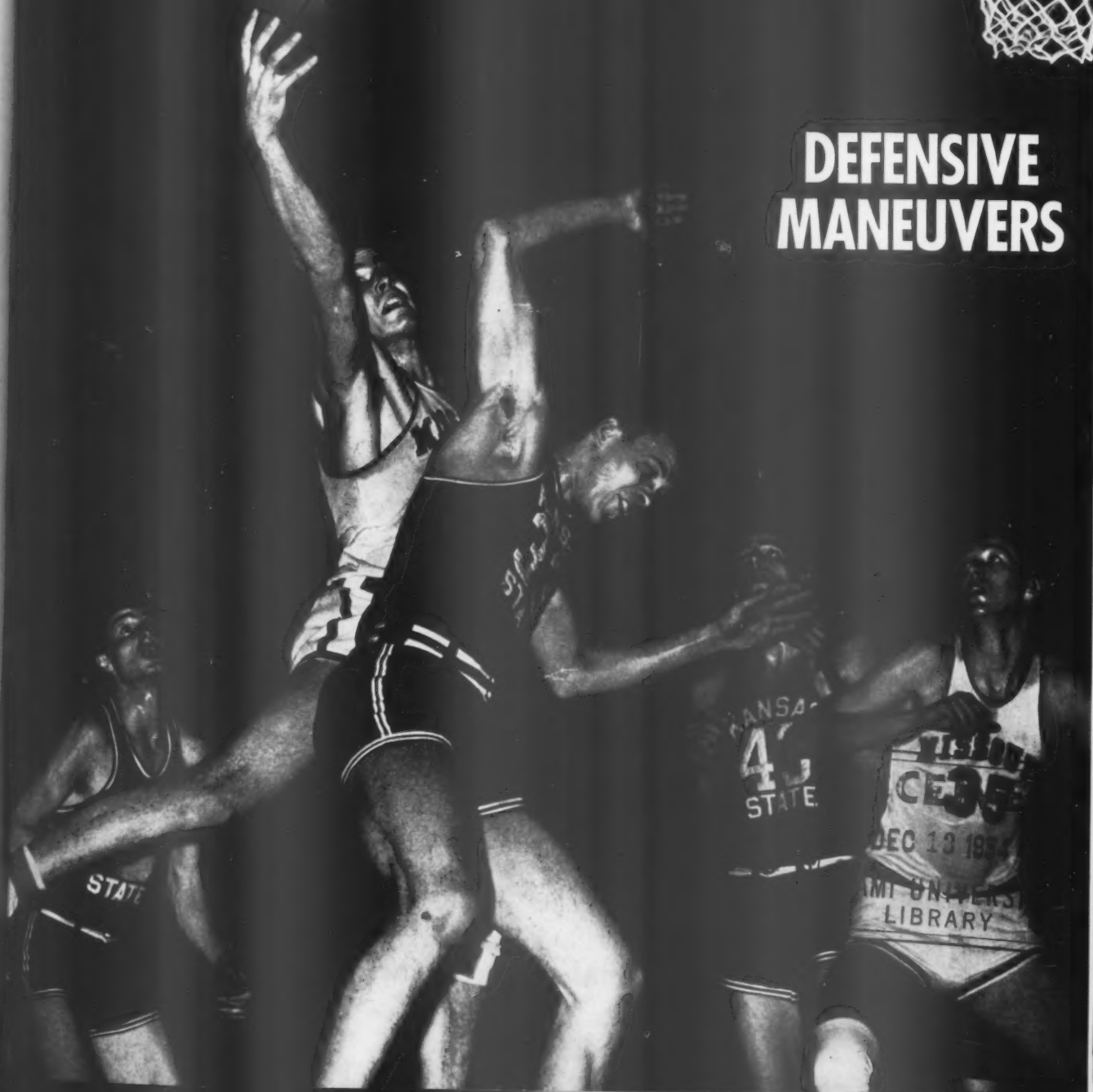


ATHLETIC JOURNAL

VOL. XXXV No. 4 December, 1954

DEFENSIVE MANEUVERS



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The ATHLETIC JOURNAL

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December, 1954

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FRONT COVER ILLUSTRATION

For the first time the players of one school have appeared twice in succession on our covers. Last month the cover featured Kansas State. For the article, "Defensive Maneuvers," we moved across the Big Seven Conference to Missouri where the Missouri basketball team performed before our high-speed camera. In selecting the cover picture we deemed the action from last year's Missouri-Kansas State game to be such that it would make a good cover. Thus, the Kansas State team appeared twice.

"The Touch of Confidence"

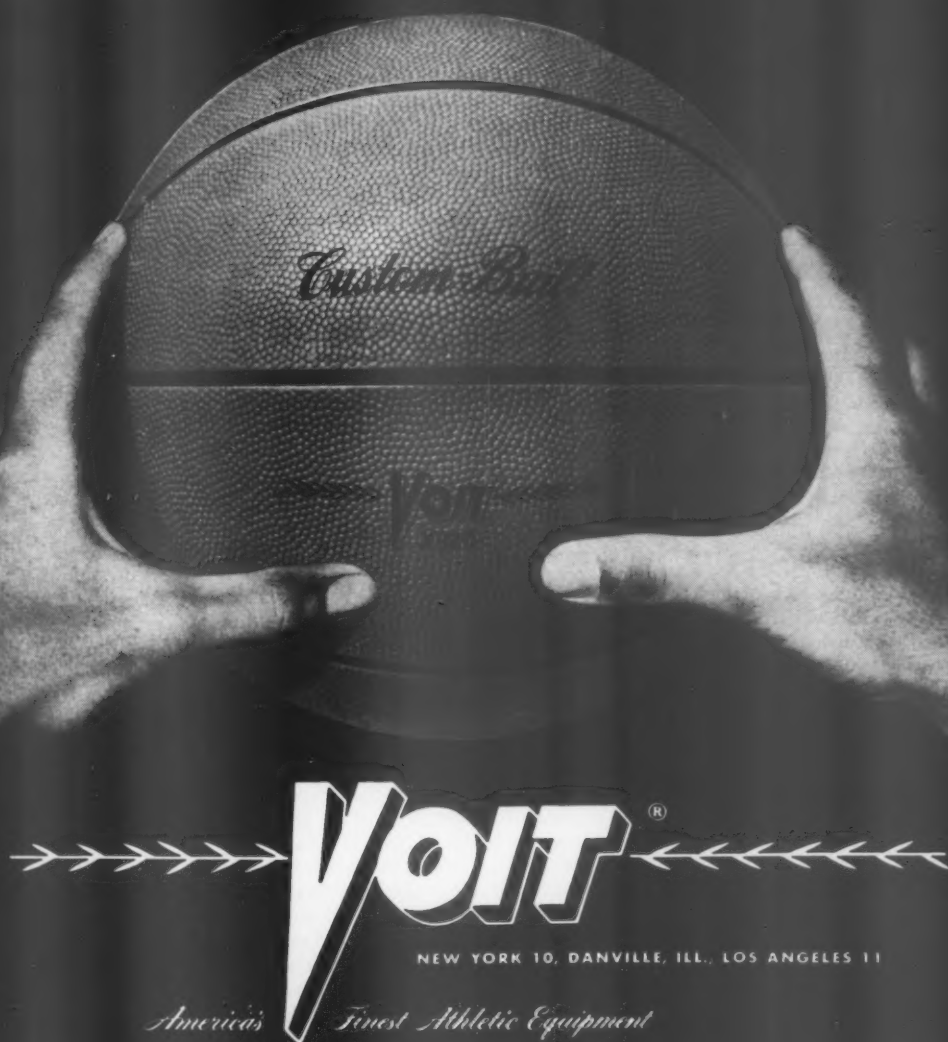
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Basketball Coach
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from here and there



OF interest to all gymnastics coaches is the announcement of the clinic to be held the last six days of December at Sarasota, Florida. The clinic is being held for the purpose of strengthening gymnastics as a sport in order that our gymnastics teams will make a better showing in the Olympics. Many of the leading gymnastics coaches and gymnasts are on the program . . . "Ducky" Drake, Oklahoma's astute basketball coach, when asked what phase of the game he planned to stress this year said: "The only time we'll get the ball will be in our warm-up drill or when we get a free throw; consequently, we aim to be sharp in both those departments." . . . John Benington, "Fordy" Anderson's assistant at Michigan State, never played high school basketball, but after playing the game in the army he went out for the team at San Francisco University and ended up as the captain the year they won the National Invitational Tournament . . . We nominate the following for the prize hard luck story of the season. It came from an Ohio coach when sending in his subscription. "I am enclosing this letter with my check to assure you that the check is authentic. Besides such minor trivialities as losing a halfback because of a broken jaw, a fullback with a broken knee cap, a guard with broken ribs, four other first-stringers because of training violations, and losing five games in a row, I now have a broken right hand. My place kicker (I still have a few players left) mistook my hand for the ball and planted his size eleven's in the back of my hand."

HOW'S this for consistency? In the Marquette-Holy Cross game, Marquette ground out 101 yards in running plays during the first half and then came back in the second half to make the identical yardage the same way . . . Tom Bridges, the highly successful coach at Hondo, Texas, played at three colleges, Southeastern Oklahoma, Loyola of New Orleans, and Sul Ross. While at Loyola, under Clark Shaughnessy, he was all-

conference back in the Southern Intercollegiate Conference. He was all-conference in another conference at Sul Ross two years later . . . Knott, Texas, High School plays six-man football and the three linemen on the first team are triplets. Their names are Franklin, Delano, and Roosevelt Shaw . . . One of the most unique pieces of machinery in the entire sporting goods industry is the new "Wheelabrator" which is used by MacGregor Company. The vulcanized carcasses of basketballs are inflated and then tumbled about in this huge machine to smooth the surfaces for better adhesion of the leather panels. This machine is something to see . . . The latest figures from the National Federation indicate that this year approximately 10,000 high schools are playing football, with roughly a fifth playing either the six or eight-man game . . . The Florida State Association has notified its members it will not pay claims for football burns or abrasions unless marble dust or similar material is used in marking the field . . . North Carolina has eliminated the basketball tournament for the smaller schools (Class A). Schools entering the second round will be the county champions.

HARRY FISHER, new addition to the Wilson Sporting Goods sales staff, was called by the late Grantland Rice the greatest all-around athlete of the first half century. Fisher captained the football, basketball, and tennis teams at Williams and played on the baseball and golf teams. In all, he won 16 varsity letters . . . The longest streak for scoring in consecutive games is the 93 straight on which Oklahoma is working. Rutgers has a string of 86 consecutive scoring games going. Other long streaks and the year they were broken are Catawba College 89, (1954); Hardin-Simmons 79, (1953); Princeton 76, (1954); Texas 75, (1954); Boston College 71, (1949). Come to our rescue, what is the longest string of consecutive scoring games for high schools? . . . The new baseball rule

(Continued on page 45)

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Series A

DEFENSIVE basketball, in our opinion, is the great equalizer and the most constant phase of the game.

Today athletics are a race against time. There is so much to be covered and so little time to do everything necessary to prepare a team properly for a season. If that statement is true, then the coaches must eliminate the non-essentials and teach something they know and be-



Defensive Maneuvers

By **WILBUR "SPARKY" STALCUP**
Basketball Coach, University of Missouri

lieve in. They can sell and teach their squads what they believe. Certainly a coach cannot change the system every time a game is lost. It would be our opinion that we are kidding ourselves when we think we can teach our squads five or six different offensive and defensive systems. Lack of knowledge of the various systems plus the time element makes it impossible. By changing systems two or three times per season the coach loses the confidence of his players, and the boys do not know what the coach wants or expects from them. Nothing but confusion can result from such action.

The purpose of this article is not to argue or debate the various defensive systems in use today, but to present a discussion of the defense we use at the University of Missouri. It is a defense which has held up through the years, and one that we think is basically sound. Possibly some years our defensive average has slipped, not because the defense taught was not sound, but more than likely it was the result of poor teaching or failure on our part to put enough emphasis and time on the teaching of that very important phase of basketball. It is our contention that the average high school and college coach does not spend enough

time teaching defense, but spends most of his allotted practice time teaching offensive basketball. The player's individual techniques are neglected. The question in our mind is what to do when the offense bogs down, when the boys cannot hit or move the ball. At Missouri we feel that any boy who is good enough to be on the basketball squad can be taught man-for-man defense. During the seasons when our defense has not been effective we probably failed to get over to all of our players exactly what we wanted them to do and exactly what we had in mind.

We have broken defensive basketball down into the five or six most common defensive situations that arise in every game and we want every member of our squad to

know how to react and play in each situation.

Our team defense is a man-for-man with a sink from the off-side of the front and wing areas. We want the front line of the defense to pick up the offensive men two or three strides beyond the free throw circle, thus making the distance from 24 to 27 feet from the basket. If our boys pick up farther out, then we are in a press defense because of the space involved between the front and back line of defense. In the accompanying diagrams we are attempting to show how the defense moves and sinks with reference to the position of the ball. Every time the ball moves all five of the defensive men must move.

In the play shown in Diagram 1, O4 has the ball. X4 plays the point



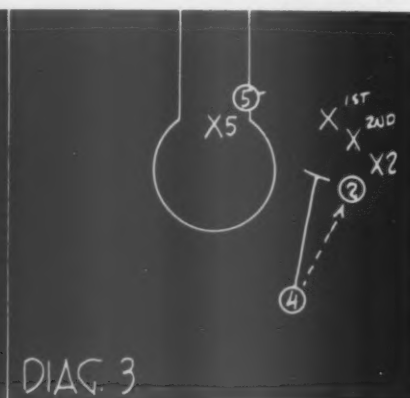
Series B



of the ball very close, trying to make O4 move it. X2 plays close to O2. X3 and X1 sink away from the men they are covering. The distance X3 and X1 sink depends on the speed with which they can get back to the man they are covering. X5, who is covering the post, plays to the side and slightly in front of O5.

tion for the defensive man, X4. O4 may throw the ball to O2 and go to the outside of O2, the inside of O2, or go away from the thrown ball. He could throw the ball to the post man, O5, and break to either side; or he could throw the ball to either O2 or O5 and stand still. In the latter situation he has created no

quence A the men who are wearing long sleeves are offensive men; the men wearing short sleeves are the defensive players. We have numbered the outside offensive man O3 and the inside man O1. O3 has passed to O1 and is going to the outside for a return or hand-off pass from O1. In this situation the defensive bur-



In Diagram 2 we see that the ball has been moved from O4 to O3 and the defensive movement is shown.

Let us assume that O4 has the ball. There are five things that he can do with it, any one of which creates a different defensive situa-

defensive problem. If O4 finds the pass not open, he could dribble the ball to either O3 or O2. The most common and frequent defensive situations are shown in the accompanying illustrations.

In the illustrations shown in se-

den is placed on the defensive man, X1, to take the step back from O1 in order to permit X3 to slide through. If X3 tried to cut in front of O1 he could be picked off very easily. We try to avoid the pick by sliding through.



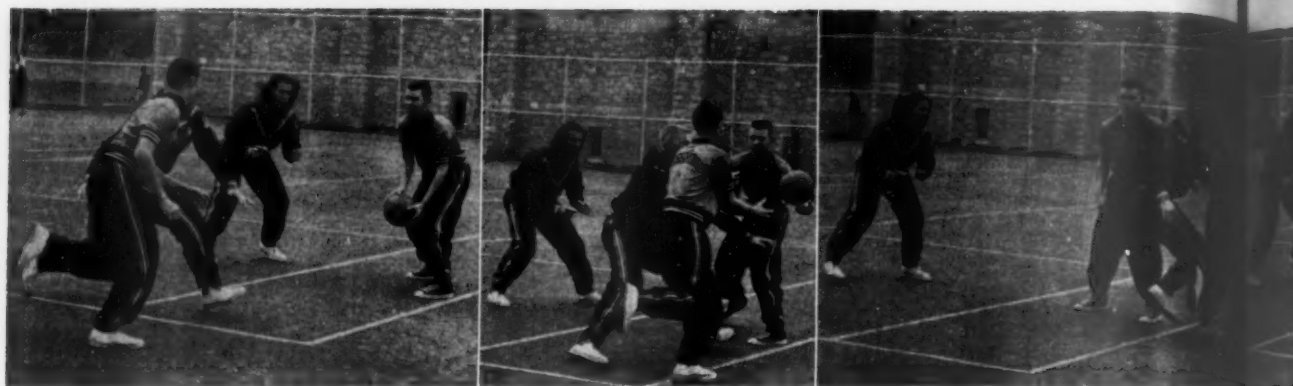


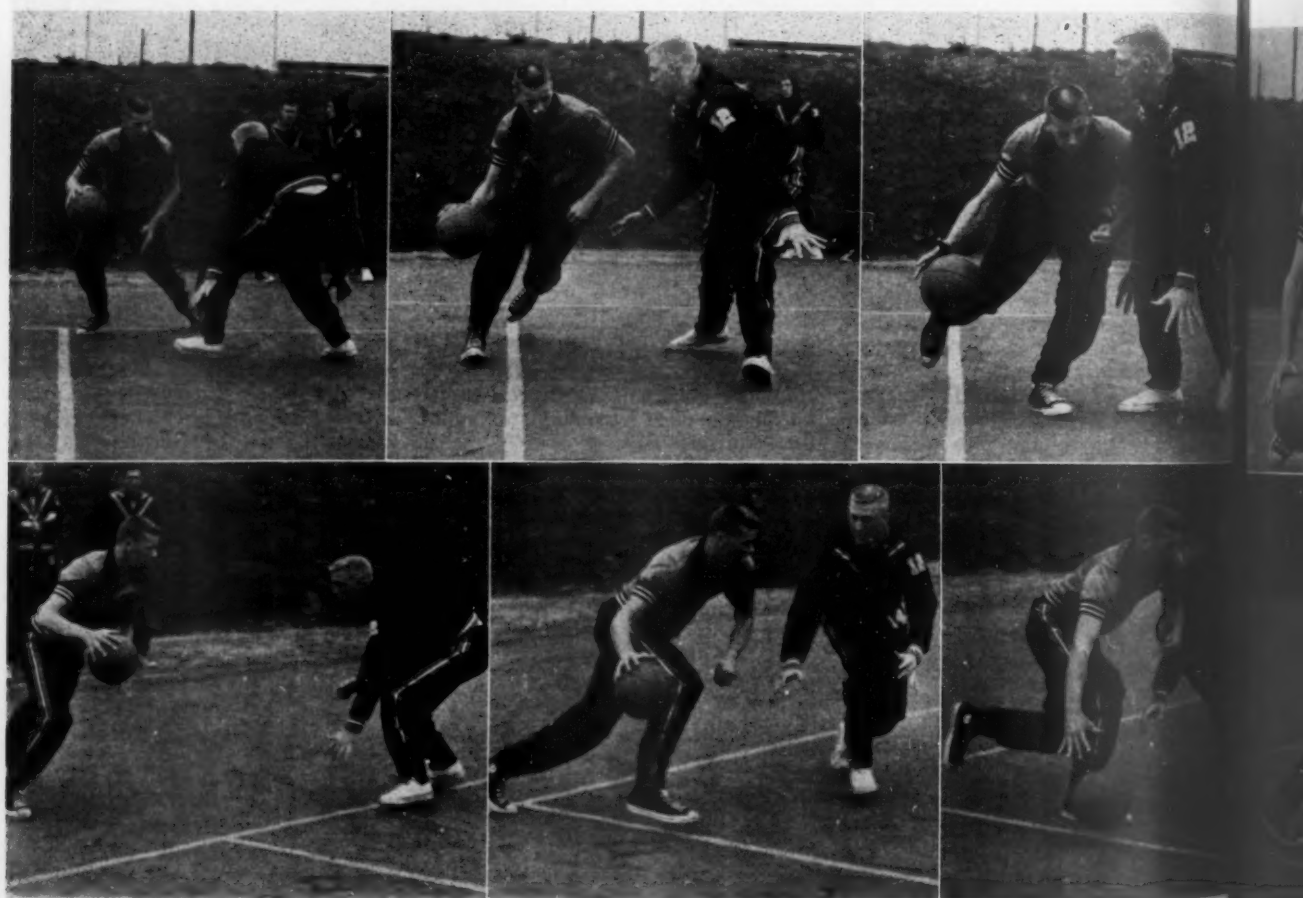
Diagram 3 shows how we cover the inside screen. Let us assume that O4 has passed to O2 and tried to set an inside screen on X2. In this situation X2 must immediately close the remaining distance between himself and O2, thereby trying to move through the screen. Obviously, O4 is trying to set the inside screen so that O2 may dribble over the top and toward the free throw circle. The diagram shows the two positions of X2, first before the ball was thrown and, second, after O2

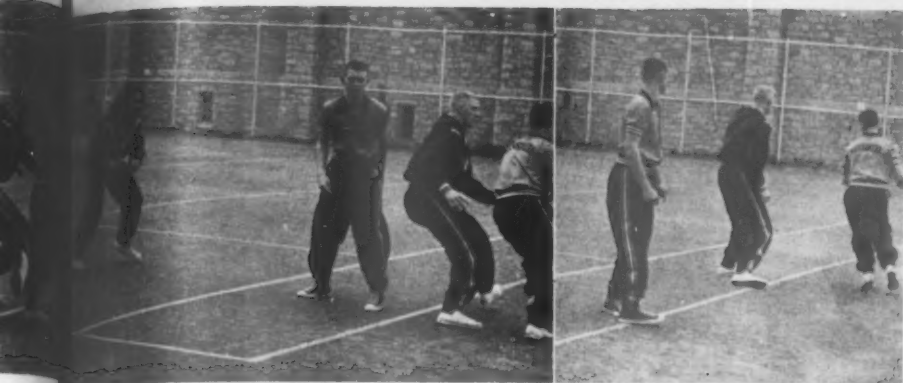
catches the ball and O4 is moving in to set the screen.

The roll or weave is another very common offensive maneuver and therefore it is a common defensive situation. We play this offensive movement differently, depending on where it occurs on the floor. Sequence B shows O3 dribbling toward O4. In turn O4 receives the ball from O3. We will assume that this action occurs on the outside of the free throw circle, at the top of

Here the man who is covering the man with the ball must step back and let the man covering the potential receiver slide through. In other words, X3, who is covering O3, must take a step backward to allow X4, who is covering O4, the potential receiver, the opportunity to slide through and thereby be with his man when he receives the ball from O3, who is the hand-off man or passer.

If the same situation occurs on the inside of the free throw circle,





we have another situation, and here the defensive man who is covering the next potential receiver must stick close to his man and not permit the hand-off to take place. Our reasoning is as follows: If the receiver is allowed to catch the ball on the inside, and the defensive man is sliding through, then the receiver will have an unmolested shot in fairly close territory. This action is shown in sequence C. The players wearing long sleeves are defensive men. O4, who is on the right, is

about to hand off to O3, who is on the left coming toward the ball. The defensive man, X3, is covering O3, and he must move in close or fight over the top.

The fifth most common defensive situation occurs when either the wing man or the outside man throws to the post and attempts to cut by for a return pass. The instant the ball is passed, the defensive man must step back toward the basket and the post man, and try to maintain the original defensive

Series C

position with regard to the distance between the offensive and defensive man. The sole objective of this maneuver is to prevent the passer from receiving a hand-off pass from the post man.

During the first two weeks of practice nearly one-half of our time is allotted to defense. Of course, we spend most of the time on individual defensive techniques. Stance, position, and spacing receive a considerable amount of our time. Unless we are covering close to the basket we want our defensive men always to be in a crouch, which is a low position used for better balance with the weight equally distributed on both feet. During this early practice we attempt to have our men cover without the use of their hands. It is our feeling that better position and balance can be maintained by eliminating the use of the hands. We do not want our defensive men to dig at the ball and wave their arms in a windmill fashion.

Sequences D and E show the right and the wrong way to cover a dribbler who is dribbling toward the basket. In sequence D the defensive man is maintaining position and balance by carrying his arms low and sliding his feet. If the dribbler does not change his direction, he has committed a charging foul. In sequence E we are trying to show two things the defensive player should not do when he is covering the dribbler. The defensive man has committed two grave defensive errors—the first one by crossing his feet, and the second by digging at the ball. This sequence shows a definite foul on the part of the defensive man. If the foul is not called, he has lost stride and balance, both of which



Series D

Series E

are costly defensive mistakes.

We tell the defensive man who is covering out that he must keep the heel of his back foot on the floor. Sequence F shows the wrong way to raise up to block a shot or pass. Any time a player's back heel is raised, his weight is shifted forward and the offensive man can drive by the defensive man who has reached high to block the shot or pass. In this sequence the offensive man has faked the shot; the defensive man has lunged to block the shot. The resultant drive is quite obvious.

Series F

After the shot has been taken from the floor, we teach our defensive men the reverse turn in blocking out. In actual practice we say to the defensive man, "After the shot has been taken, take your step back, count one thousand and one, then if the shooter has not moved, retreat to the inside of the head of the free throw circle. If the shooter moves in for the rebound immediately, then you must block him out. If he goes to your right, then your right foot is the foot on which you turn, moving your rear side into the shooter. If he moves to his left, then your left foot be-

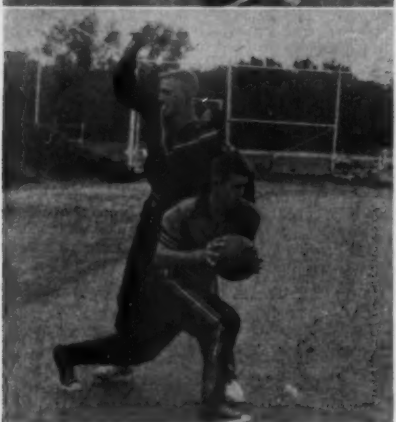
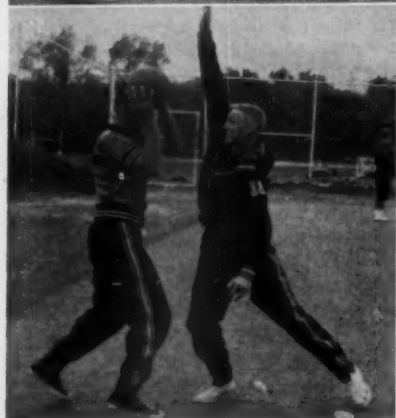
WILBUR STALCUP, who begins his ninth year at Missouri this season, is recognized as one of the nation's finest coaches of defensive tactics and ball-control basketball. He has compiled a record of 259 wins and 136 losses in 18 years as head coach. In seven years at Missouri his teams won 107 games and lost 80. Stalcup attended Northwest Missouri State College at Maryville, and played under Henry Iba. He was all-conference selection in both basketball and football. After graduating in 1932, Stalcup took his first coaching job at Jackson, Missouri, High School. He stayed one year, and then was hired as head coach at Maryville, replacing Iba who went to Colorado. He spent 11 seasons at Maryville, winning two undisputed M.I.A.A. titles, and tying for another before coming to Missouri in 1946.

comes the foot on which you turn." Sequence G shows this action.

When a shot has been taken from the floor we want all five of our defensive men to be inside the free throw circle. We do not try to block all five of the offensive men from the basket, but move immediately into the designated position and form a cup around the basket. Sequence H shows the shot being taken and the movement being made by the defensive team wearing long

(Continued on page 43)

Series G



In Junior High School Basketball

Play Patterns Can Work

By JAMES A. TANSEY

Basketball Coach, Beiger Junior High School, Mishawaka, Indiana

ONE of the problems most often discussed among junior high school basketball coaches concerns the feasibility of teaching plays or set patterns to boys of junior high school age for use in interschool competition.

Many coaches believe that boys in this age group become psychologically and physically tense when they are engaging in interschool competition. They say this tenseness is due to the immaturity of the contestants.

However, these same coaches say they have had excellent success in teaching fundamentals to boys in this age group. These fundamentals are stressed through endless drills which are set up with the express purpose of creating good habits in passing, dribbling, and shooting. The drills usually involve the simultaneous actions of two, and many times, three boys. Very often passing and cutting drills involve as many as four boys working together.

Many coaches are still reluctant to incorporate basic plays or set patterns for their boys to use in competition. One might ask the question, "What, then, comprises their offense?"

In these days of fire wagon or fast break basketball the accent is on scoring. A large number of coaches instruct their boys to get the ball down the floor as rapidly as possible and hope to score by catching the defense loafing back to their defensive positions.

The result has been that when many boys move up to high school competition they are unable to pass accurately for set plays and it is practically a novelty to see a good set shot artist on a high school team.

In the Indiana high school tournament a year ago it was interesting to notice that both finalists, Gerstmeier of Terre Haute and Central High School, South Bend, used a slow, deliberate pattern of play. This is the state which in the past has always produced fast break teams. South Bend has been using the junior high school feeder system for a number of years and many coaches in that city have been using set patterns for offensive maneuvers. Therefore, the transition from junior high school

competition to the complex high school patterns has been easier than it would have been if the boys had never been exposed to specific play assignments.

In Mishawaka our feeder system begins to function in the fourth grade. Thus, our junior high school coaches receive boys who have had three years of experience in basketball fundamentals. It is not unusual to start boys playing basketball in the fourth grade. We have interschool competition for both our seventh and eighth grade boys.

An important factor in using a set pattern for junior high school boys is knowing how many boys or patterns they are able to handle efficiently. The mental ability of a particular group may be superior during one season, while it may be only average or below average the next. When he has a superior group, a coach should be able to establish a set pattern and, through the use of frequent chalk talks and floor demonstrations, point out the numerous variations and situations which could develop from that pattern. The result will be encouraging, and if a coach has never experimented along this line before, it may prove surprisingly satisfactory.

It should be pointed out that some boys possess basketball sense even though they may not be superior in mental ability. A boy in this category would be able to handle a set pattern but he would require more than the usual amount of practice to make it a habit. This lack of basketball sense should not deter a coach from making use of the pattern. Rather, upon recognizing this lack of ability he should be prepared to repeat a pattern as often as is necessary to make it work effectively.

If the group the coach receives is

only of average ability, he will have to concentrate on slowing his boys down. Junior high school boys like to run and due to their age, they are not co-ordinated well enough to run with a purpose.

Once he has impressed the boys with the necessity of slowing the offense down, the coach can begin fundamental drills, stressing accurate passing and shooting. He will have to determine how much time should be spent on these drills. Many patterns prove unsatisfactory due to the lack of basic fundamentals. Certainly, no plays or patterns should ever be attempted until the fundamental drills have become a habit with each boy.

If a coach is fortunate in receiving boys who have been playing the game since the early grades, he may be ready to start preliminary work on his particular style of offense within three weeks after the opening practice session.

At no time do we believe in eliminating the fundamental drills. These drills should constitute the greatest part of the practice period, for our job still is, basically, to prepare the boy for high school competition.

Once the coach has selected the particular pattern to fit his boys, he should insist upon questions from his players during chalk talks and demonstrations. He should also do considerable questioning himself in order to eliminate any doubts he may have concerning the ability of his players to carry out specific assignments.

We believe that one of the major factors favoring the teaching of set patterns in junior high school is the carry-over value of a particular system into high school play. If the high school coach wishes to use a set pattern, he is receiving boys who have had two years of experience with his system.

Many junior high school football coaches have been working hand-in-hand with the high school coaches for years in teaching the single wing, T formation, etc. It seems only logical, then, that the transition can be made favorably in junior high school basketball.

(Continued on page 45)

JAMES TANSEY is a graduate of Notre Dame and holds a winning percentage of 76.4 per cent in basketball coaching. In addition to basketball, Tansey coaches football and officiates in both sports.

New Life for COLD STATISTICS

By BLAIR L. HEATON

Basketball Coach, Selinsgrove, Pennsylvania, High School

WHEN starting out a coach has a certain amount of enthusiasm which is typical of a novice in any field. This enthusiasm will sometimes be sufficient to insure winning teams. After a few years of coaching, the thrills and pleasures, although more valid, will be less frequent. The overall picture becomes clearer and with it a feeling of inadequacy. At this time the coach will take one of two courses. He will do everything in his power to improve his technique or he will develop a feeling of passive contempt for his job. If the latter is true, his best choice is to resign as a coach and develop an interest in some other field. If he is trying to improve his technique, he will examine new ideas with a critical view and select those which he thinks are good.

A basketball coach is confronted with many problems. His success is in direct proportion to the number of correct solutions he can provide. Undoubtedly, all coaches keep statistics of their games. Some may go into great detail, while others rely only on the score book and their mental picture of how a game was played. Since the game is accompanied by varying states of emotion, his final interpretation of facts may actually be distorted and invalid. A coach may very often be carried away by a superb performance of his team or be humiliated by an untimely defeat. His decisions at these times may be wrong and do a great deal of damage to the efficient performance of his squad. All coaches should keep an accurate account of the performances of their players. Statistics should be kept of all phases of the game, and they should be thoroughly understood and wisely used.

During our eight years of coaching we have been seeking a formula to apply to statistics which would give us an accurate standard for measuring a player's ability. In the past we have found it simple to es-

tablish two or three men on the first team, but usually the choice of the next two or three positions had to be decided from a group of players who possessed apparently equal ability. Statistics were kept of all their efforts and we found that the good players were high in all departments and the poor players were low in all departments. The middle group was high in some departments and low in others. In order to find our strongest combination and to substitute wisely we settled on a formula that would co-ordinate all of the statistics into one figure which we called potential score. It is consistent and easily adapted to the statistics which are kept by most coaches.

The formula is used in two ways. It helps us make some of our decisions and it serves as a stimulant to the players throughout the season. Each player has his potential score recorded in two ways. Game by game we keep a chart with the player's score listed according to his position on the squad. Then the chart is recorded on a graph. The graph is kept according to each game performance and the player's average score to date is recorded. In this way the boys have a continuous picture of how they are doing. The graph builds up a strong desire to do better on the part of the players for it is all of a positive nature. There is no penalty for a poor performance, but we give a rather large premium for a good performance. The formula is based on the number of quarters played and, therefore, does not work to the advantage of the regulars or the disadvantage of the substitutes.

The statistics which are combined

in the formula are: total points, field goal percentage, free throw percentage, assists, and rebounds. At the beginning of the season we start each boy's chart. It is continued game by game so that a picture of his progress is always up to date.

This is what a chart may show for three games. We selected this one to illustrate a point. The formula bases an ideal game on 1,000 points. They are distributed as follows:

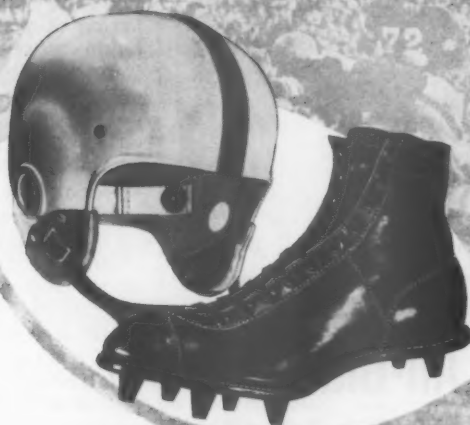
Total points	20	500 points
Assists	8	200 points
Rebounds	8	200 points
Field goal %	30	30 points
Free throw %	70	70 points

Total potential score 1000 points

The ideal potential score of 1,000 is an arbitrary figure. We arrived at it through experience. Theoretically, if all five men scored 1,000 in any game, the team score would be 100. We have never seen this happen; yet it is a goal that could be reached. Jones, who was our best player, exceeded 1,000 during two games last season. Two other players exceeded 1,000 once during the season. It is a goal that is within reach but difficult enough to attain so that it is worthwhile. An average player will score between 300 and 600 through the year.

It is important to use a good method of keeping statistics. We have three managers who do the job. One is chosen from each class so that a boy has served two years as an apprentice before he is put in charge of the books. It is important that the senior manager keep all of the game statistics and be on hand to supervise those which are kept for practice sessions. The reason for keeping all statistics is

NAME	FG	%	CHART OF PERFORMANCE		A	R	Q	TP	POTENTIAL
			FT	%					
Jones									
Game 1	8-15	52	7-13	53	8	6	4	23	1030
Game 2	4-11	36	4-6	66	5	4	4	12	627
Total	12-26	46	11-19	58	13	10	8	35	829
Game 3	2-13	15	5-6	83	1	7	3	9	664
Total	14-39	35	16-25	64	14	17	11	44	780



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to maintain consistence in the potential score. Although we have noticed very little difference over a period of years, there may be a variation between boys as they see the game and the plays that develop. Coaches can control these variations as they review each game. The analysis of the statistics should be done by the coach and should take place as soon after the game as possible so that the action is still fresh in his mind. We find that it takes about one hour to fill in all the charts and plot the graphs.

It is essential to point out how credit is received for each of these jobs. Field goals and free throws are standard statistics and need no explanation. The method of giving credit for rebounds and assists may vary with different coaches. We set a high premium on both of these plays and by doing so feel the scores have more meaning.

An assist can be credited only if we score and it is judged in this manner. We credit an assist if our boys get a basket by alert playing which they would not otherwise have received. On a fast break if a player, through good maneuvering, sets up a score for a teammate, an assist is credited. If we are using a set offense and a score is made as a result of a planned play, the passer does not get credit for an assist. There is a danger that the players, knowing this, will break away from a pattern offense and play a lax type of game in order to feed sleepers. An alert coach can control this danger.

Rebounds are probably very standard among most coaches. We believe a rebound deserves credit if the boy had to work to get it. Credit is not given for a lucky rebound or one that is obtained without leaving the floor unless the player, by alert positioning, screened the opponent out of the play. The central theme of this entire system of keeping and crediting statistics is to stimulate good playing.

The formula is quite simple to understand and use. When all the statistics are compiled the coach does as follows: He adds the total points, rebounds, and assists together and then adds two zeroes to this total. The total is then divided by the number of quarters played. To this figure the percentage of field goals and the percentage of free throws are added. The result is the potential score.

Let us refer to the example mentioned previously. It will be found that 14 assists, 17 rebounds, and 44

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points were credited. This is a total of 75, to which two zeroes should be added, making the total 7500. Divide the number of quarters played by 11. The answer is 681. Add the field goal percentage and the free throw percentage, 35 per cent and 64 per cent respectively, and the potential score is 780.

It will be noticed that with the exception of rebounds this is a measure of offensive ability. A separate account is kept of defensive ability and it does not enter into the potential score. The same is true of mistakes. As mentioned previously, we do not want to inject the spirit of penalizing a player into his score. In our opinion, penalties can be handled during practice routine. In most cases it will be found that the potential score will correspond closely with the other abilities of the players.

This system can be used in many ways. We have found that the

BLAIR HEATON has served as head coach at his present location for the past six years. Although the school is smaller than most of the schools in the ten team conference, Heaton's teams have never finished lower than third and have a conference championship to their credit.

graphic picture has more meaning than a list of numbers for the players. When players recognize the need for improvement they work harder. The coach can compare each score with the average score for the team. This comparison promotes a spirit of wholesome competition among team members for a position on the starting line-up.

The coach can pick out the boys who are bothered most by the opponents' courts. By using a control group in practice he can select his strongest combinations to be used under different game conditions. By dividing a game into first and second halves for potential scores, he can find those boys who are fading out as the game progresses. A series of games should be used for this weeding out process.

Unfortunately, there is no way to predict when a player will have a hot or cold night. The potential score is used merely to point out those players who are consistently turning in good performances and those who are not. Also, it is a way to put new life into cold statistics.

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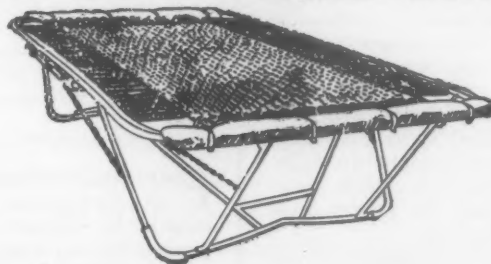
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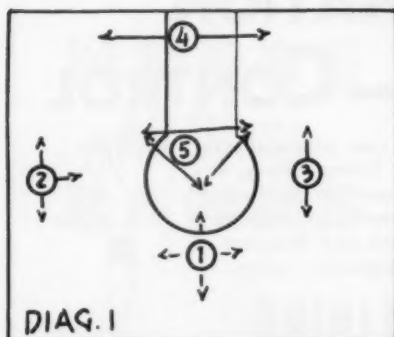
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1-3-1 All-Purpose Zone Offense

By FRANKLIN A. LINDEBURG

Basketball Coach, University of California, Riverside (Calif.) Branch



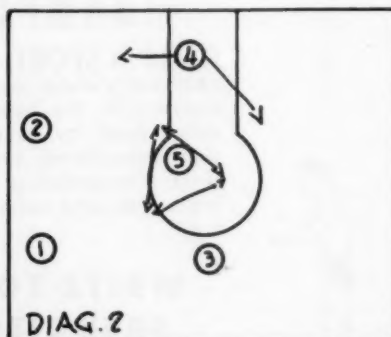
It is not uncommon in a high school or college basketball game to observe each team using several different defenses in an attempt to confuse and stop the opponents. Each defense is designed to stop a particular type of attack; to guard closely an opponent's high scorer; or to employ special characteristics of defensive players, such as small, fast players in a pressing defense or tall, awkward boys who are good rebounders in certain defensive zone positions. The zone defense appears in many forms, but most frequently as a 1-3-1, a 2-1-2, a 3-2 or a 2-3. Even various combinations of the man-for-man and zone are now used with the two outside front men playing man-for-man and the three back men playing in a zone. Because of the constant threat of changing zone defenses, a coach must give his players some systematic way to attack their opponents regardless of the type of zone or combination zone-man-for-man defense which is used. It is necessary to have a system that can be used effectively in a variety of circumstances, one that is learned easily, and can be played with confidence by the boys.

Following is a description of the 1-3-1 all-purpose zone offense that will combat the zone defense. It presents good passing triangles with opportunities for close-in shots; it enables three offensive players always to be in a position to form a rebound cup at the offensive backboard; a good defensive balance is maintained at all times; and, best of all, it can be used systematically and effectively against a variety of defenses. In order to under-

stand this offense clearly it is described under the following headings: basic setup, playing strategy, qualifications and placement of players, and rules for rebounding.

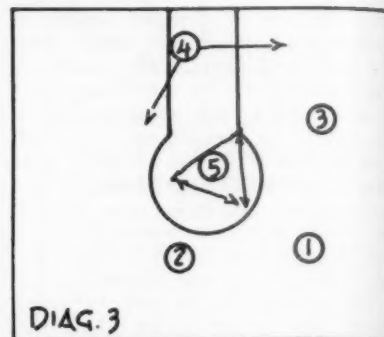
Basic Setup

The 1-3-1 all-purpose zone offense is set up with one man at the outer edge of the keyhole, three men spread across the court at the free throw line,



and one man under the basket. Diagram 1 shows the original position of these players. The movement of each man in this offense is restricted to these basic maneuvers unless a player sees an opportunity to score. When he does, he immediately takes full advantage of it.

The 1-3-1 offense, as shown in Diagram 1, is straight down the court, but against certain defenses it is desirable to play it diagonally across the



court from the left or right side as indicated in Diagrams 2 and 3. The 1-3-1 left (or right) functions identically as the 1-3-1 straight and all the rules apply except that it is played diagonally across the court instead of straight. O4 and O5 change their movements so that they move as is indicated in Diagrams 2 and 3. Their movements are in different patterns in relation to the court, but in similar patterns in relation to the other players.

O1, O2, and O3 move a step or so in any direction, depending upon the shifting of the defensive players. If the defensive players fall way back toward their defensive basket, O1, O2, and O3 should move in and vice versa. O2 and O3 should face toward the basket and toward O1.

The center, O5, operates in the free throw line area and moves in a triangle. He endeavors always to be moving toward the ball when he receives a pass. This player should always expect a pass and be ready to rebound another player's shot.

The forward, O4, plays along the back line under the basket, approximately half way to either sideline. The actions of this player are dictated by what O1 does in starting the movement of the ball. If O1 draws X1, O4 moves to the right side of the court, the same side the defensive player who guards O1 is on (Diagram 4). On the other hand, if O1 draws X2 as a defensive player (Diagram 5), then O4 moves to the left side of the court. This movement by O4 overloads that one side of the court, and the rule makes the movements of O4 relatively

FRANKLIN LINDEBURG graduated from California in 1942 and received his master's and doctor's degrees from his alma mater. From 1946 to 1953 he coached at Santa Cruz High School and in his last season won the league championship as well as the consolation round in the annual Tournament of Champions held at Berkeley. This year he joined the staff at the new branch of the University of California at Riverside and will coach its first basketball team this season.

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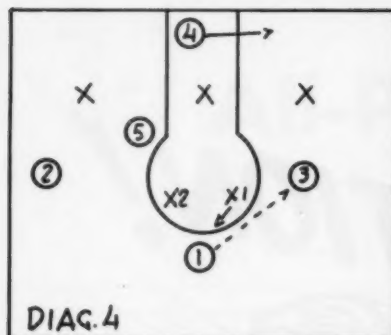
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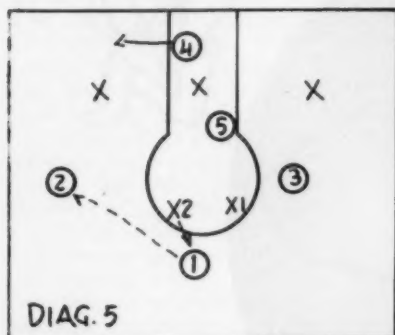
ACTION (n) — The doing of something; state of motion. Mr. Webster was a bit before our time, of course, but his definition so fits Nokona Molded Leather Basketballs that you'd think he had them in mind. The Nokona line is always "doing something" — improving; forever in a "state of motion" — on many of the best courts in the land. For outstanding quality . . . for craftsmanship . . . for "ACTION" . . . it's Nokona!

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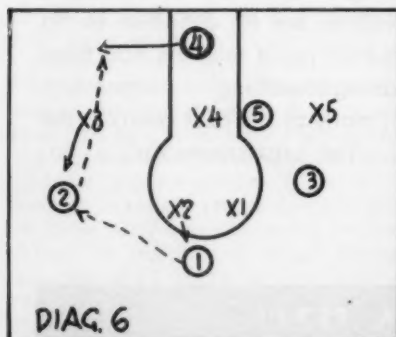


simple. O1 is also given an opportunity to guide the offense to the side of the court he desires by deliberately moving toward one of the outside defensive men and thus drawing him as a defensive guard. O4 stays on that side of the court until O1 moves and draws the opposite forward or until a shot is taken.

This offense is not complex in the movement of the players; it is not complicated in the movement of the

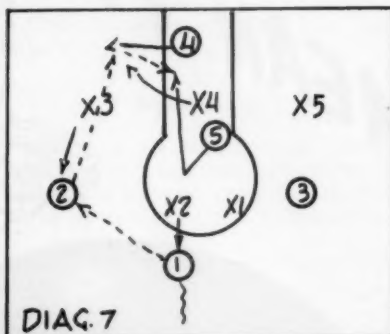


ball and the subsequent try at the basket. Typically, the offense operates as follows: O1 moves toward one of the outside defensive men in an attempt to play that side of the court (Diagram 6). For instance, in playing against a 2-3 zone, as O1 draws X2, O4 moves to that side of the court. When O1 has drawn X2 he has the opportunity to pass to O2. In this case X2 cannot guard both O1 and O2; therefore, X3 must take



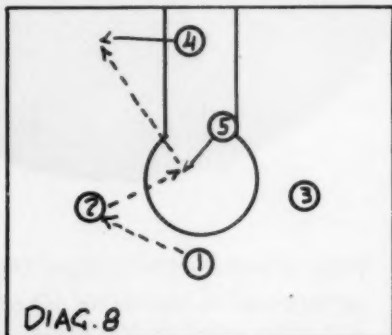
O2 as he receives a pass or O2 will have a fine opportunity to shoot. This movement by X3 gives O2 a chance to pass to O4 for a short shot.

Diagram 7 shows a continuance of the sequence and brings in one additional pass. This occurs whenever X4 shifts quickly and guards O4 in time to prevent a shot. As X4 guards O4, the center, O5, slides toward the basket and O4 gives him the ball, using either a high pass or a bounce pass for a lay-up shot. Whenever the

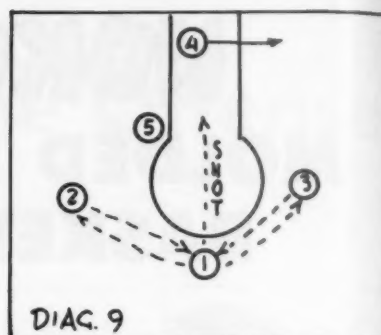


defense anticipates this sequence, the passing can be changed to go from O1 to O2 to O5 to O4 for a shot (Diagram 8). Of course, if O5 has the opportunity for a good shot, he should take it, but if he is covered, O4 will be clear.

Diagram 9 shows how a medium-long shot is obtained by O1. Quick, deliberate passes will produce many 15 to 20 foot shots. The players



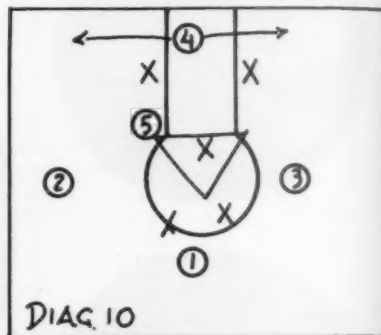
should be cautioned not to cast off at the basket unless they have passed the ball around the outside of the zone a minimum of three passes. Whenever a zone is set, the defense has the rebound position, and it takes three or more passes to cause enough movement by the offense to gain an equally favorable rebound position. O1 is instructed to shoot whenever the ball has been passed three times and he can touch the line that marks



the keyhole. The threat of shooting by O1 will cause the outside defensive men to try to cover him quickly. Thus, O1 is able to draw the player he desires. It is also easier to pass by a defensive man who is close than one who sags off.

Playing Strategy

In general, the playing strategy is to place the 1-3-1 offense in a position



so that one or more of the zone defensive areas is always overloaded. This overloading depends upon the type of defense the opposition uses. Therefore, the offensive attack depends upon the defense which is used at that particular time.

When the opponents play two men out in front as in a 2-3 or a 2-1-2 zone defense, the offense should use a 1-3-1 straight. Diagram 10 shows the 1-3-1

(Continued on page 34)



Artificial Supports for Non-Swimmers

By REAGH C. WETMORE

Swimming Coach, Phillips Academy, Andover, Massachusetts

IN order for a novice to acquire proficiency in a physical skill he must develop co-ordination and improve his physical condition. When participating in the sports which are used on land the beginner can practice various physical skills with little difficulty, but in water this practice becomes a major problem. Too often we have observed students attempting to learn swimming skills by using various water drills, but because of a lack of buoyancy they were unable to try more than a few strokes at each session. Certainly, if they attained success, it was only after long arduous weeks of practice at the conclusion of which few were able to navigate more than 25 yards. Because of the student's inability to practice swimming strokes for an appreciable length of time, it is not possible for him to develop the co-ordination and endurance required for long distances. We have found that it is possible, with the use of a life jacket, to develop non-swimmers so they are able to swim from 300 to 500 yards under their own power in a comparatively short time.

The idea of using artificial aids for teaching non-swimmers is not new. However, their use has been somewhat limited because many instructors felt that the transition to no support was too great for the average beginner.

At Phillips Academy all boys who fail a 10-minute continuous swim are scheduled for swimming classes two periods per week until they are able to complete the requirement. This swim presents quite a challenge to a non-swimmer. The test requires a certain amount of endurance and not until a boy acquires this distance is he even reasonably secure in the water. We follow a conditioning program in order to develop our non-swimmers to this degree. For the first few les-

sons instruction is given in the side and elementary backstrokes, and the student practices each of these strokes with the aid of a life jacket. The sidestroke is introduced at the outset of instruction. This stroke is preferred to both the crawl and breaststrokes because it was found, after repeated observations, that the sidestroke is learned more rapidly than either of the other two. Most beginners seem to experience tremendous difficulty in learning a proper breaststroke kick but are able to perform the scissors kick within a few lessons. This variation is probably due to the fact that during the execution of the scissors kick the same muscles are employed which are used for walking and running; whereas, effective performance of the breaststroke kick depends on the undeveloped muscles which are located on the medial aspect of the thigh.

We have also observed that the beginners who learn the sidestroke before they learn the crawl are able to acquire long distances much sooner than those who start their instruction with the overarm stroke. The sidestroke, because of its nature, is a resting stroke and therefore it can be used for swimming long distances. Before a boy can use the crawl stroke for long distances he must be in excellent physical condition. In addition, a beginner must practice for several weeks or even months before he develops the co-ordination which is necessary in executing the crawl stroke.

Instruction in the sidestroke is started by having the student, who is equipped with a life jacket, practice the kick while he holds on to the wall. If the wall is on his left side, he places his right hand over the gutter rail, while his left hand is placed about one foot directly

(Continued on page 38)



Illustration 1.



Illustration 2.



Illustration 3.



Illustration 4.



Illustration 5.

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Founder

Publisher

More Athletics for More Boys

MORE athletics for more boys is a statement with which we all agree. However, quite often the implication is that a special few receive a disproportionate share of the coaches' time or the athletic facilities.

We should like to quote the views expressed in an editorial in the "Ohio Athlete" for October 1954.

"Slightly more than 46 per cent (13,242 divided by 28,766) of the boys graduating from Ohio high schools last spring had participated in interscholastic athletics. A questionnaire was sent to the 1,064 O.H.S.A.A. schools. Replies were had immediately from 910 but two reported no senior class and two replies were incomplete. Here is the breakdown for the remaining 906.

"1. In 65 schools each having 100 or more boys in the graduating class, 33.28 per cent of these boys had participated in interscholastic athletics.

"2. In 85 schools each having from 51 to 100 boys in the graduating class, 40.88 per cent of these boys had participated in interscholastic athletics.

"3. In 145 schools each having from 26 to 50 boys in the graduating class, 50.09 per cent of these boys had participated in interscholastic athletics.

"4. In 611 schools each having from 0 to 25 boys in the graduating class, 63.3 per cent of these boys had participated in interscholastic athletics.

"A widely publicized report of a National Educational Committee recommends (among various other recommendations) that the interscholastic athletic program be made available to more and more high school girls and boys. It is doubtful if the percentage of Ohio's high school girls involved in interscholastic athletics is a third that of the

boys. This could be because the girls and their mothers and their schools want it that way. Back to the boys — 46 per cent of the graduating boys of last spring in Ohio had had interscholastic athletic experience. This is approximately half. How does this compare with all other non-required phases of the educational program of the school? In many schools music and art and debate and Latin and printing and metalwork and woodwork and solid geometry and trig and ceramics and drafting and many other offerings are available to boys but are not required. How do these non-required percentages compare with the 1, 2, 3 and 4 percentages listed above for non-required interscholastic athletics for boys?"

To this well-presented analysis of the matter we should like to add just one observation of our own. We have never felt that by eliminating school glee clubs or orchestras for the musically proficient all of the students would receive a better musical education or would become interested in music. Yet we often hear the suggestion there would be more participation in intramurals and physical education if varsity athletics were eliminated.

In fact, we feel that any extra-curricular activity which produces 46 per cent voluntary participation should be praised. And the next time someone utters the statement of more athletics for more boys let us be sure this individual is aware of the fact that almost half the boys are engaged in athletic competition.

More on Soft Living

LAST month in our editorial, "Soft Living," an erroneous impression was given. We stated in substance that the youth of today was soft and more interested in riding around in hot rods than in competing in athletics.

We went on to point out that the general mode of our life today has counteracted the advancements being made in the field of physical education.

If, as we pointed out, such is the case, how then can we account for the reduction of fatalities in football? This question was only partly answered. We credited the reduction in fatalities to superior athletic equipment and the realization by coaches that more practice time must be devoted to conditioning in order to overcome the generally softened condition of the youth.

One of the country's most respected administrators of high school athletics called to our attention what he considered an oversight in our editorial. We should like to quote from his letter.

"The State High School Athletic Associations, we feel, individually and collectively have contrib-

(Continued on page 31)

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Scoring With the Fast Break

By **MARV LEVY**
Freshman Basketball Coach, Coe College

OUR fast break is based not so much on getting there first as it is upon getting there first with organization. A helter-skelter type of fast break is not what we try to develop. The organization we want is achieved only as the result of long and repeated drill. A definite terminology for all aspects of the fast break is developed so that immediate, understandable reference to any phase of it can be made during timeouts and practice sessions.

In our opinion, it is necessary to devote anywhere from 30 to 40 minutes daily to practicing various fundamentals of the fast break. Beginning with the very first day of practice we seek to inculcate the desire to run and to handle the ball quickly. As the boys gain adeptness during the season they become more and more enthusiastic about running our opponents breathless.

For drill purposes our fast break is divided into what we call scoring end maneuvers and initiating end patterns.

There are many and varied ways of initiating a fast break, and most of them are fundamentally sound. Some coaches use three straight lanes, while others use crossing patterns. Some coaches have forwards take off down court as soon as the opponents shoot; others have their boys widen for an outlet pass. Some teams fast break whenever they secure possession, others only after a free throw

or a rebound. There is purposeful thinking behind all of these methods, and we shall not try to evaluate the individual merits of each.

However, many coaches feel that once the fast break is started, the boys are off and running, and when they have gone into their proper lanes, the rest is up to fate. Not enough attention is directed towards seeing that better methods of cashing in on the fast break opportunities are utilized.

MARV LEVY is a graduate of Coe and holds a master's degree from Harvard. He started his coaching career at St. Louis Country Day School where he spent two years. In one of these years his team went to the finals of the regional tournament, losing to the state runner-up. This is Levy's second year at Coe College where he also serves as varsity backfield coach and head track coach.

Space will not permit an account of our initiating end patterns. Therefore, we shall confine ourselves to a discussion of how we go about gaining the most from every fast break opportunity once we have succeeded in getting the ball into scoring territory.

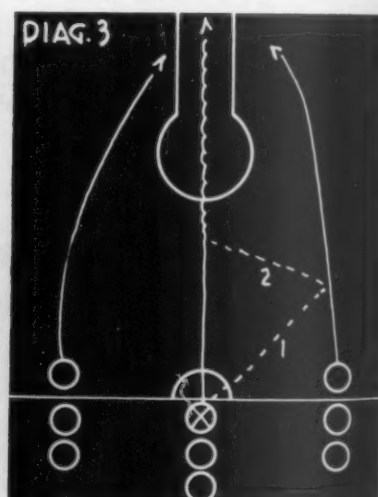
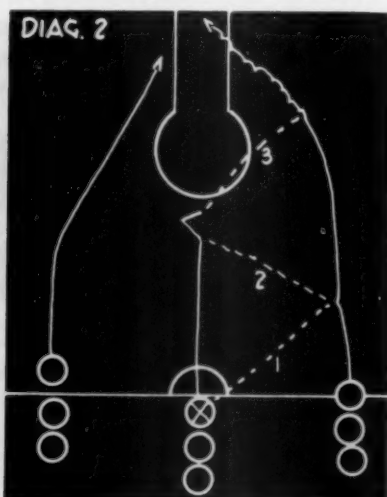
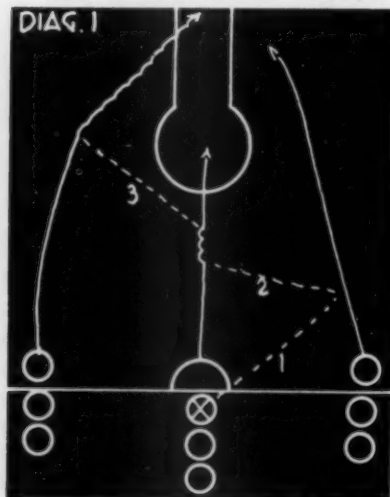
The scoring end maneuvers involve half-court work in which we drill

three lanes of players on scoring thrusts. The players must keep their spacing accurately. It is important that the three lanes are not spread from sideline to sideline for this would require too long a chest pass, increasing the possibilities of interceptions, inaccuracies, and other errors. We like the outside man to be about one-third the distance in from the sideline and about one and one-half yards ahead of the center man so that the center man can see both by using split vision.

We insist on having the outside men close in on the basket at a proper angle. Too often a player has the tendency to run almost to the baseline before converging on the basket. This tendency makes the final pass to him more difficult and decreases the likelihood of that player being able to use the backboard efficiently for a lay-up shot.

The maneuvers which we teach are shown in the accompanying diagrams. For approximately the first ten days of practice these maneuvers are run against no opposition. After that time we add one, then two, and finally three defenders.

Maneuver A, Diagram 1, is initiated by the center man who passes to the right outside man, receives a return pass while in motion, and passes to the left outside man who takes a lay-up shot. The ball is passed back to the next man in the center line, and the players who have just



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performed Maneuver A move along the sidelines and get in line again. They line up in the line to the right of the one in which they originally lined up. The player who lined up in the lane farthest to the right goes to the end of the line farthest to the left. After a few minutes we call Maneuver A Left and the same maneuver is repeated with the first pass going to the left outside man.

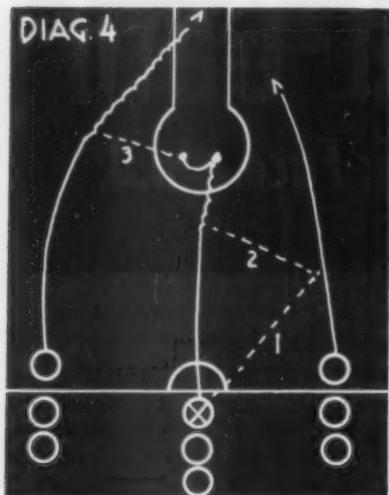
In Maneuver B, Diagram 2, the center man passes to the right, receives a return pass, fakes a pass left, and passes back to the man on the right who drives in for the lay-up. This maneuver, as all our maneuvers, is run both to the left and to the right.

Maneuver C, Diagram 3, involves a pass to the right followed by a return pass, whereupon the center man keeps and drives in for his own lay-

farther than the free throw line unless he is going in for a lay-up. At

by leave no one available at the free throw line for a pass out by the outside men in case their forward progress is blocked. Every day, before the drill is run, the coach must stress the importance of keeping the triangle. Whenever someone neglects to maintain the triangle the coach is at fault if he neglects to correct the mistake immediately.

Very often, in the forward rush of the fast break, a player allows himself to move into a position which places a defensive man in the passing lane between himself and his teammate who has the ball. A very simple, but often overlooked stunt, to counteract this is the in and out maneuver, which we drill as shown in Maneuver G, Diagram 7. The outside right man throws the first pass to the center man who dribbles, fakes a pass right, fakes a shot, and then passes to the

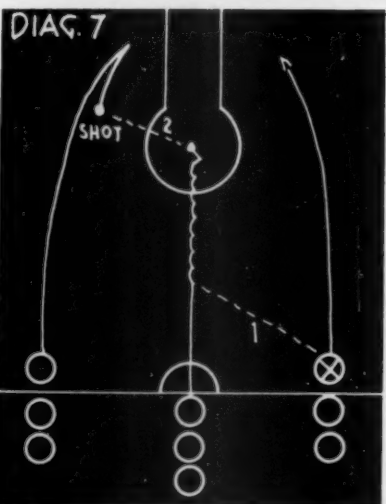
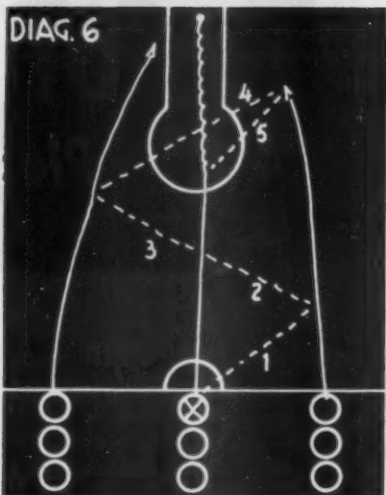
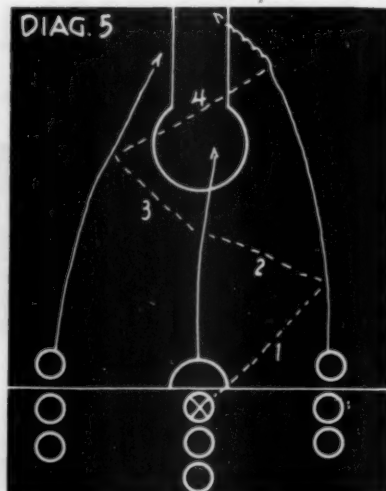


up. In Maneuver D, Diagram 4, the center man passes to the right and receives a return pass. Then he comes to a stop, reverse pivots, and gives to the left outside man. This maneuver is especially effective when the man in the outside left lane is slightly behind the man in the other lanes.

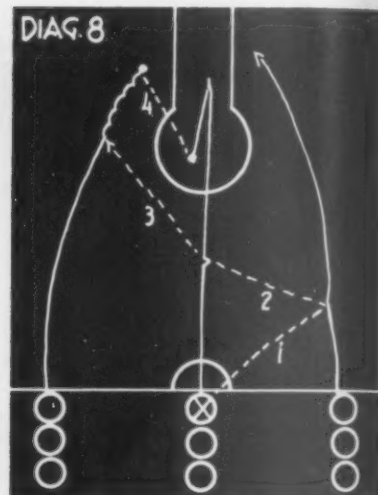
Maneuver E which is shown in Diagram 5 involves one extra pass. The passing goes from the center to the right outside man, to the center, to the left outside man, and to the right outside man who shoots a lay-up.

Maneuver F, Diagram 6, involves one extra pass, a total of five. The first four passes are the same as in Maneuver E, while the final pass goes from the right outside man to the center.

While the players are running all of these maneuvers the coach must remind them constantly that the man in the center lane must not penetrate



first, players will tend to let their momentum carry them in and there-



left outside man who has come to an abrupt stride stop near the basket. This left outside man now backs out swiftly for the pass from the center man and is in excellent position to take a short set shot. This is especially effective in a three-on-three situation where the defensive man finds himself momentarily outmaneuvered by the quick change of direction on the part of the left outside offensive player.

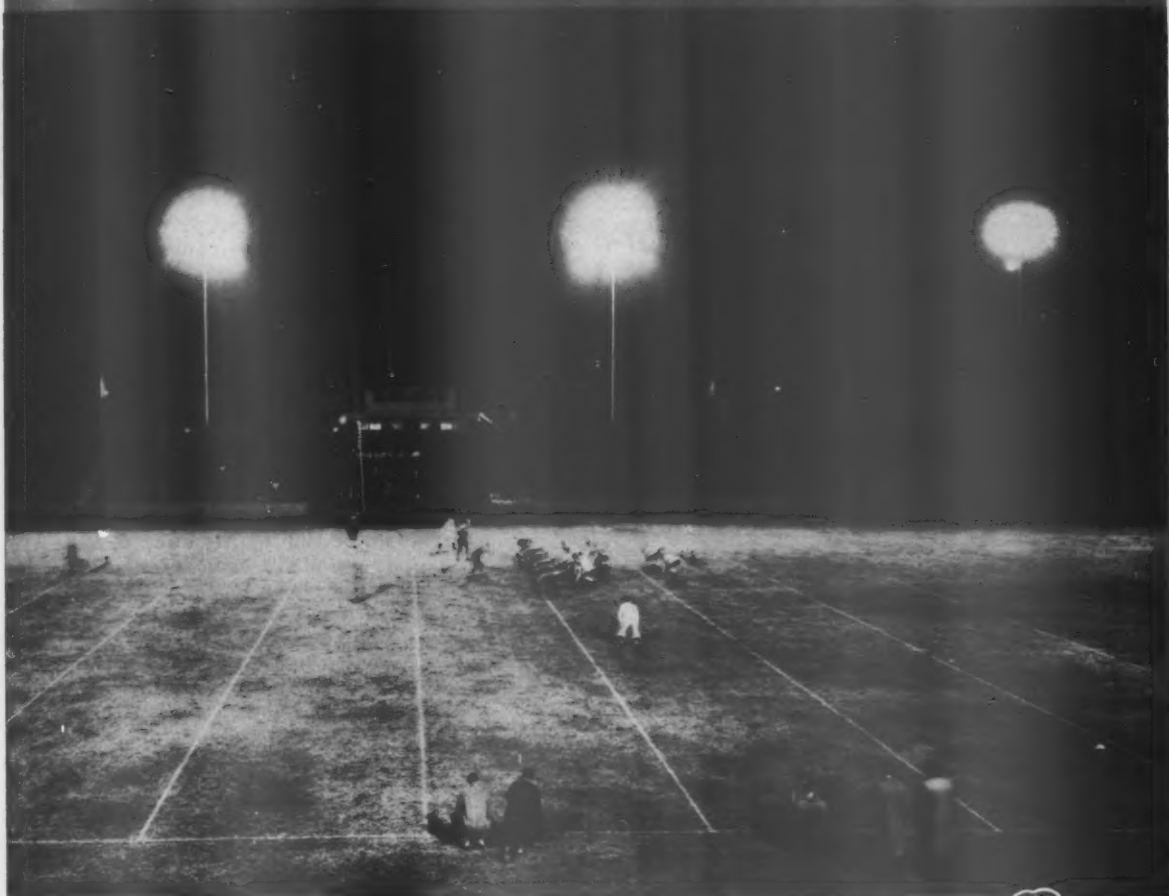
We feel this in and out maneuver is an essential detail in our fast break, and it must be practiced diligently. Although we might not outnumber the opposition we will at least have better organization.

A similar in and out maneuver for the center man is shown in Maneuver H, Diagram 8. The center passes to the outside right man, receives a return pass, and then passes to the out-

(Continued on page 48)

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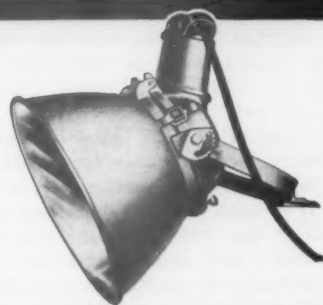
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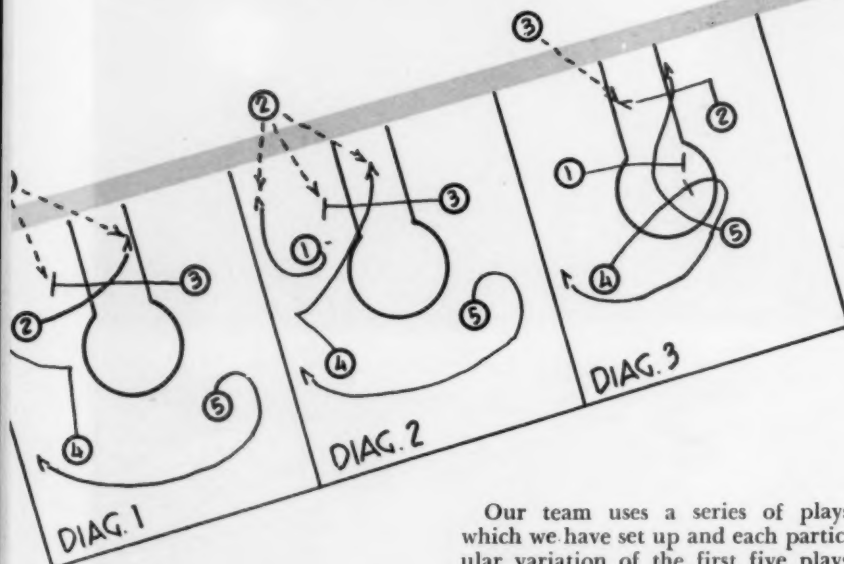
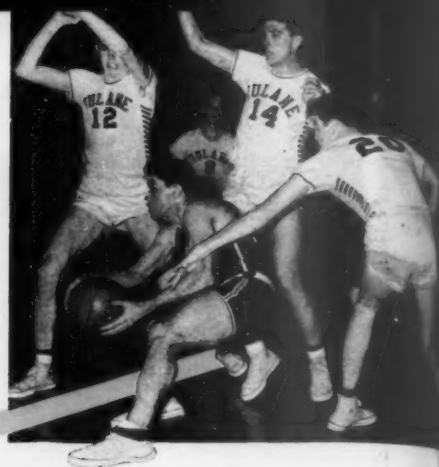
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End Line Out-of-Bounds Plays

By **CLIFF WELLS**
Basketball Coach, Tulane University



WE believe that the time a coach spends teaching out-of-bounds plays is very well spent. Many coaches say that these plays seldom work. They instruct their boys to get the ball in bounds and use the regular offense. We think it is much easier to get the ball in bounds when there is a threat of a good play because the defense will retreat in around the goal to prevent the working of the play. If a team has the ball out of bounds at the end of a game and is protecting a lead, it may find the defense pressing in an effort to speed up play and gain possession of the ball. In a situation of this kind a team will collect dividends if it has good out-of-bounds plays. Out-of-bounds plays can pay off in close games and compensate for the time spent in drilling on them. We believe it is important to have our boys able to meet any situation and our team is schooled accordingly. Out-of-bounds plays are a must in our offensive organization.

Our team uses a series of plays which we have set up and each particular variation of the first five plays is determined by the player who takes the ball out of bounds. The members of the team look to see who has the ball and then work that particular variation. The play starts when the player who has the ball out of bounds gives the signal, fakes a pass in, bounces the ball or slaps it. It will be noticed that 05 always takes the ball out when it is awarded to our team in bounds and back of the free throw lane. When the ball is on either side of the free throw lane the

CLIFF WELLS is a favorite among our authors because for the past twenty years he has prepared an article for us almost every year. After a highly successful coaching career at Logansport, Indiana, High School, he moved to Tulane nine years ago. His teams at Tulane have compiled better than a .700 winning percentage. Wells is the founder and director of the popular Indiana Basketball Coaching School.

first four variations are worked. The play is set on the side of the court where the ball is out of bounds. The rotation of the players who are taking the ball out should be varied as shown in Diagrams 1, 2, 3, and 4. It is important to drill and work on the spacing of the players, the timing of screens, and cutting.

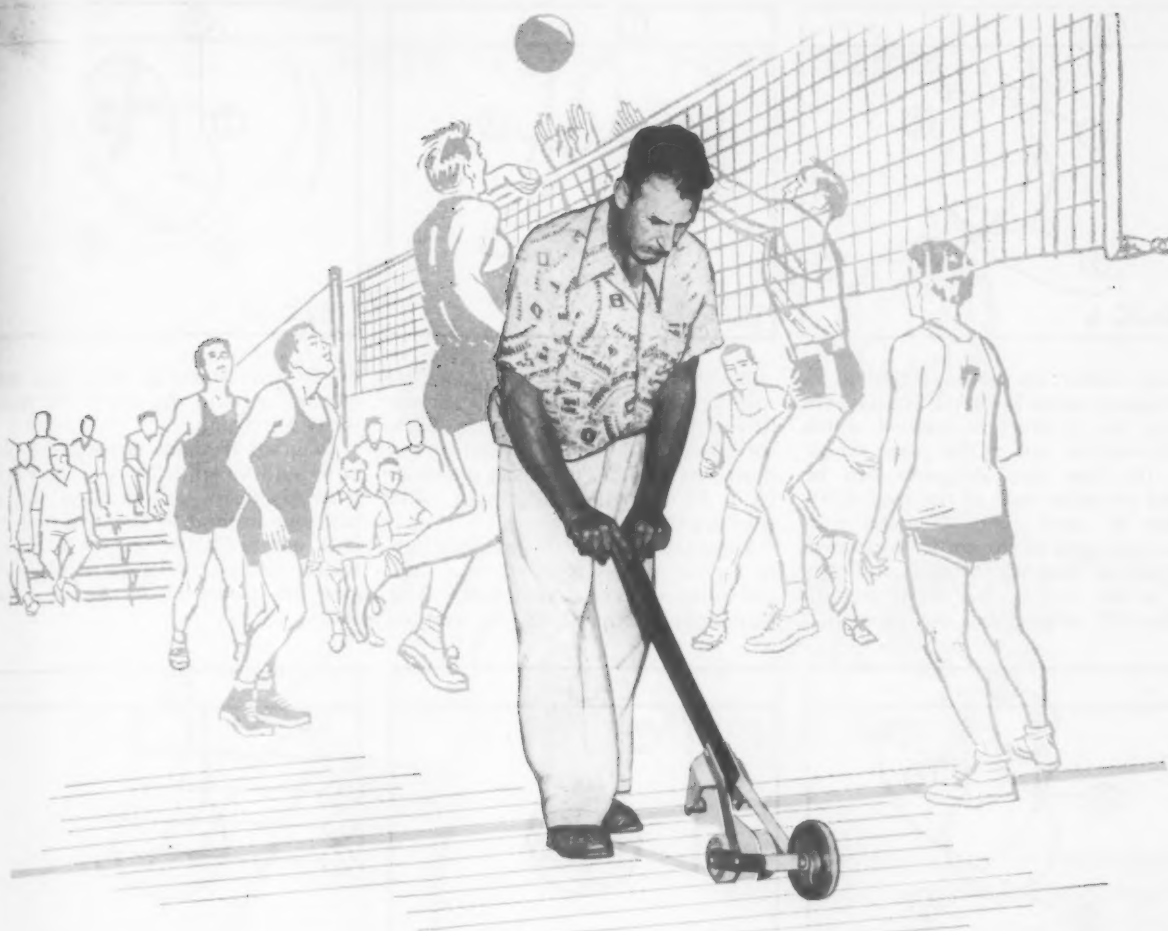
In the play shown in Diagram 1, 01 takes the ball out of bounds and every player knows which variation is to be run. 01 has three possible passes—to 02, 04 or 03. 03 starts first and sets a screen for 02 as 04 cuts in and then out off 02. 02 waits for 03 to set a stationary screen and then cuts in to the goal. If the other passes do not materialize, 05 is the outlet man.

In Diagram 2 we see that 02 has the ball out of bounds as his variation is set up. 03 screens as he did in the play shown in Diagram 1, but this time 04 fakes as if to go to the corner. Instead he picks his man off the double screen as set up by 01 and 03. 04 should be open for the first pass, then 01 or 03. 05 is the safety man for the outlet pass. Each player should work to perfect his timing in cutting.

Diagram 3 shows the variation for 03 when 01 and 04 cut to the middle as indicated. 05 fakes to the outside and then picks his guard off the double screen which was set by 01 and 04. 02 splits with 05 and picks his guard off 05. If he is open, 03 passes to 02. In this play 04 is the outlet man.

Diagram 4 shows the variation for 04. As 01 screens for 02, 03 screens for 05, and 02 sets a stationary screen for 05 to come around. 04 can pass either to 05, 01 or 02. 03 is the outlet man. It will be noticed that 02, who was open in the play shown in Diagram 3, is now the player who is the decoy. 02 sets the stationary screen for 05.

When the ball is put in play di-



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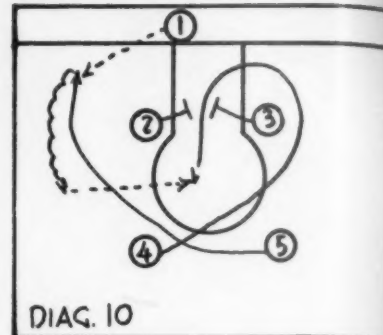
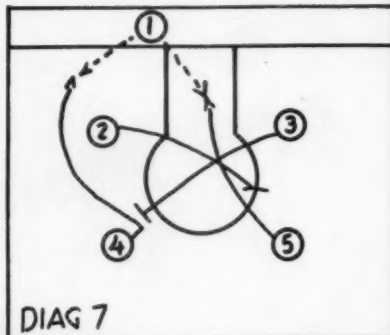
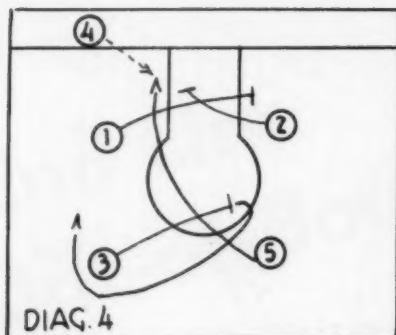
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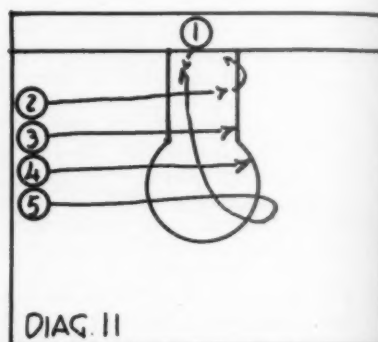
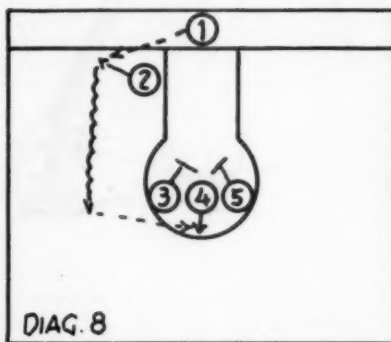
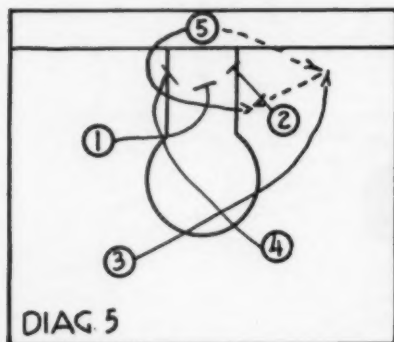
rectly under the goal (Diagram 5). 05 always takes it out of bounds. He does this in order to conceal which play will be run as the plays shown in the first four diagrams can be used on either side of the free throw lane. 04 starts first; 03 splits with him and goes to the corner to receive a pass in from 05. 01 waits and cuts in to the center after 04 is set up. Then 02 helps form the three-man

In Diagram 7 we see 02 and 03 split and then set a rear screen for 04 and 05. 04 goes to the corner. Then 05 fakes to the outside and drives down the middle. 01 passes either to 05 or 04 or to the outlet man who is either 02 or 03.

Diagram 8 shows 02 breaking out to receive a pass from 01 and then dribbling out as indicated. The three-man lineup of 03, 04, and 05

for 03 who starts in and then rolls out and around the screen. 02 passes to 03 for a shot.

Diagram 10 shows the squeeze play as 04 and 05 split. 05 receives a pass from 01, turns, and dribbles out. 04 has gone around to the goal and cut back out as 02 and 03 put a squeeze screen on after 04 goes through the gate. 05 passes to 04 for the spot shot.



screen and 05 comes out around the screen for a pass from 03.

In the play shown in Diagram 6, 01 passes in to 02 who passes quickly to 05. In turn 05 passes to 04. 02 and 05 help 03 form a three-man screen for 01 to come around to receive the pass from 04. Thus, 01 may get a spot shot or drive around the screen for a lay-up, if that situation presents itself.

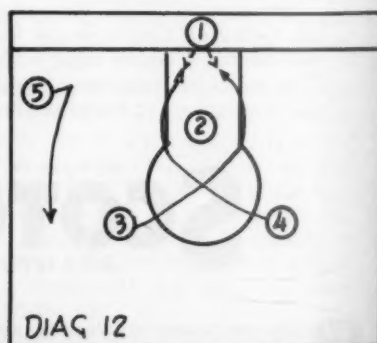
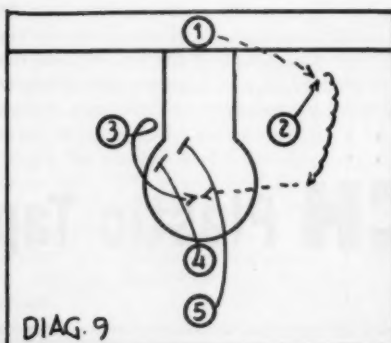
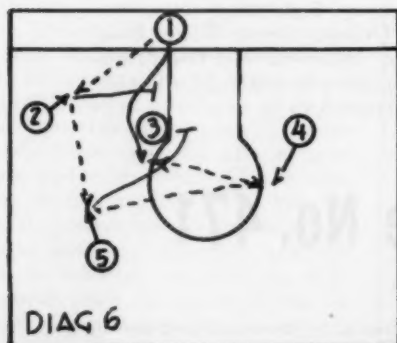
waits until 02 dribbles. Then 03 and 05 close the gate as 04 steps out and back and receives a pass from 02. Then 04 gets a spot shot. This play was used by a team that played in the 1954 NCAA finals.

Diagram 9 shows another setup for a middle distance spot shot. As 01 passes in to 02 he turns quickly and dribbles out. When 02 starts his dribble 04 and 05 set a double screen

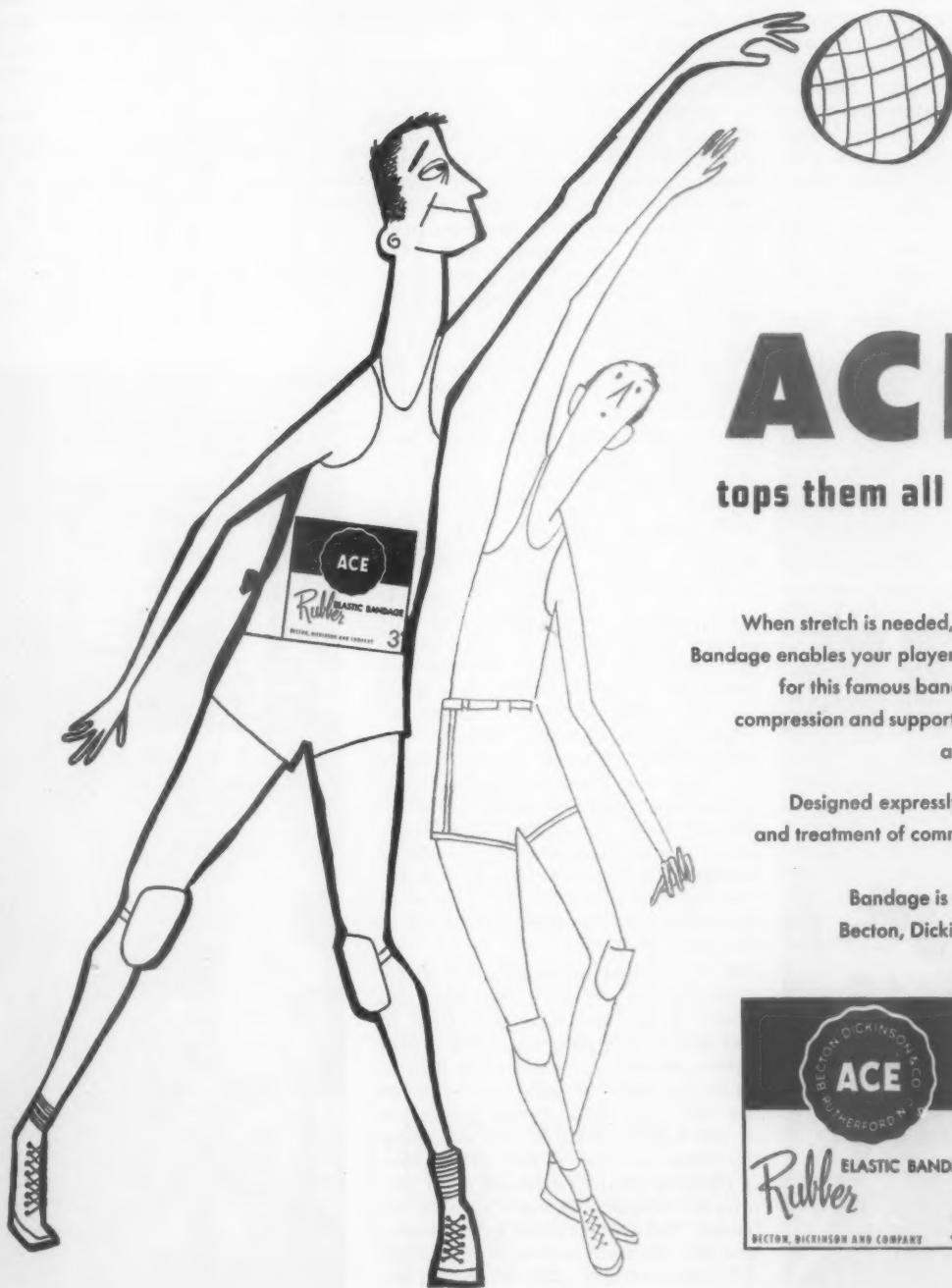
In the play shown in Diagram 11, 01 gives the signal for the play to start. Then 02, 03, 04, and 05 all cut for the opposite side of the free throw area and 02, 03, and 04 stop and set a screen for 05 to roll around and go in to the goal. If the guard on 02 picks up 05, then 02 should be open.

Diagram 12 shows 02, 03, and 04 forming a triangular setup. This play

(Continued on page 42)



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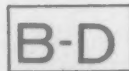
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The Theory of Defensive Play

By DONALD E. FUOSS

Basketball Coach, Shepherd College, Shepherdstown, W. Va.

MANY basketball coaches go along assuming that *the best defense is a good offense or the opponents can not score when our boys have the ball*. While there is a great deal of truth in both of these statements, we must also assume that the opposing team can and will score when it gets possession of the ball. Such logic may or may not be true.

There will be nights when the team's offense will function smoothly, the shooting will be good, and the boys will be making a high percentage of their shots. On these occa-

sions the defensive play need not be spectacular. Then the previous statements appear to be true.

However, there will be other nights when, due to some reason that is hard to explain, the ball will not go through the hoop. The well-coined phrase, *We couldn't even buy a basket tonight*, proves painfully true. Then the coach realizes that his previous assumptions have been based on principles which were not sound. On nights when the offense is not functioning in the desired manner, a good defense will save the team from defeat. It will also enable the boys to reduce the offensive difference in the score which the superior team may hold over them. A good defense will prove a stabilizing factor and it will enable the team to stay in the game although the boys are not doing well offensively. A good offense with a weak defense will not win games against a team that has both a good offense and a good defense.

A team that is sound defensively gives comfort and confidence not only to the coach, but also to the team members. One of the most important factors in a team's success is a good defense. The material a coach has might be such that the boys are not outstanding offensive players. Also, the team may have to gain its reputation and glory by being great on defense and preventing the opponents' outstanding men from scoring. However, in order to gain such a distinction the players must adhere to the following important principles of defensive play.

1. *Permit the offensive players few shots at the basket.* An offensive player should never be permitted to take an unmolested shot at the basket unless the defense is allowing him to do so in order to gain possession of the ball. In close games possession of the ball is possibly the determining factor between victory and defeat. If the play of the defensive team permits the offense only one shot at the basket, then the defense gains possession of the ball and it is extremely difficult for the opposition to win under such conditions. The defensive players must cut down on the number of shots which they permit the offensive team to take. Aggressive play on the part of the defensive team will eliminate the possibility of the of-

fense getting position shots, over shots, second shots, and long shots at the basket. When these factors have been eliminated the defensive team is controlling the ball.

2. *Destroy the offensive team's shooting percentage.* If an opposing team is hitting on 33 per cent of its floor shots, this figure must be cut down to say 25 per cent. While the offense tries to get the ball to its players who are the best percentage shooters, the defense must play in such a manner that the ball is kept

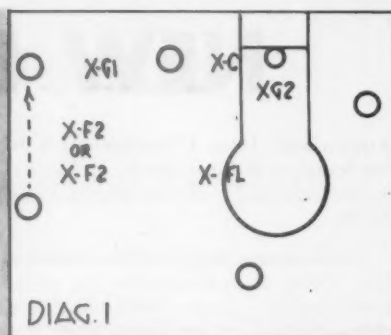
(Continued on page 40)



Put the Defense Back in Basketball

By **BOB KLOPPENBURG**

Basketball Coach, Victor Valley Union High School, Victorville, California



In the eyes of the average basketball fan offense has reached a new high. Even run of the mill teams may go out on a given night and score 80, 90 or 100 points. The combined totals for two teams that are offense-minded may reach from a modest 140 points to the amazing sum of 200 points or more.

To the discriminating spectator, however, it appears that defense has reached an all-time low instead of offense reaching new heights. If the defensive players stood along the sidelines and assisted the other team to score, the scores could not be much higher. In the not too distant past a game at Madison Square Garden saw two teams play to a final score of 103 to 101. It is difficult to believe that either team made a serious attempt to stop the other's attack. It is our opinion that any well-coached defense-minded high school team could have held either of these teams to a lower score.

But how did we get into this competition for bigger and better scores? An examination of the present trend seems to indicate a combination of causative factors. There is little doubt that it is pleasing to the crowds; they all want to watch a hot team burn up the net. The players do not mind. This offense gives everyone a chance to shoot, and, consequently have his name in the newspaper.

However, the person most responsible for the all-out offense, with little attention paid to defense, is the coach. His motives may vary, but, in general, his attitude will stem from one of the following reasons: 1.) The boys like it and it is easy to teach. 2.) High scores impress the more credulous section of the public. 3.) The often quoted maxim, *A good offense is the best defense*, convinces many sincere coaches. 4.) Many

coaches feel that since only the baskets, not the floor play count, the place to focus the team's attention is the pay-off hoop. No one can argue that these ideas do not have merit. The team that scores the most points still wins the game.

However, after the whirlwind of points comes the still, small voice asking, *What about defense?* A good look at the opposite pole of basketball theory — the strong defense — may surprise some coaches. There is more to be said for a sound defense than the present rush to dump the ball through the basket might indicate. This statement is true if for no reason other than the law of diminishing returns is catching up with the offensive game. After reaching a certain point, it takes more and more work to obtain less and less improvement in the offense. Much of this time might be spent profitably in polishing the defense.

A second reason for spending more time on defense is the old specter haunting all coaches, the cold night. Every coach has experienced the situation that finds all members of his offense stymied by an inability to get the ball into the basket. No matter what a team tries it is just off, and no

amount of trying can seemingly put it on. The team that has a strong defense will find this almost hopeless situation somewhat alleviated, because the defense should never have an off night.

A third reason for concentrating on defense is that it gets the most out of mediocre players. By exploiting the defensive as well as the offensive potential of a mediocre squad, a coach will be able to develop a good team and look forward to a more rewarding season.

The system we have installed in our school and which has been in operation for only one year utilizes a strong defense that forces the opposition to work and work hard for every point it gets. This system also utilizes a deliberate type of offense which slows the tempo of the game and gives the spectator an opportunity to know what is taking place. Furthermore, it helps to build all-round basketball players rather than boys who flounder around when the other team has the ball. In addition, it increases the number of systems into which these players will fit due to their increased versatility.

Last season our team enjoyed this system as much, if not more, than the all-out offensive type of ball which they played the previous season. A comparison of the two seasons will show that a considerable improvement was made in the won and lost column. Also, present prospects indicate that barring the collapse of the gymnasium roof during practice we will be one of the top three teams in our league during this season. Success was not based upon improvement in material. Last season we had only two lettermen from a team which had won two and lost nineteen. It certainly was not a pleasant prospect to

(Continued on page 36)

BOB KLOPPENBURG has compiled a record of 54 games won against only 29 losses in four years of coaching the freshman team at Fresno State and the varsity team at Lindsay and Victor Valley High Schools. His last year's team at Victor Valley had the best defensive record among southern California high schools. The team's defensive average was 31 points per game.

NEW BOOKS

Authorized "10 in 1" Basketball Scoring-Scouting-Record Book. Published by School Aid Co., Danville, Ill. Price \$2.50.

As the name implies, this book has everything. In addition to the usual scorekeeping pages and scouting sheets there is to be found space for recording the following: Daily Field Goal Record; Daily Free Throw Record; Individual Player Statistics; Percentage Chart; sheets to rate officials; Daily Weight Record; and Equipment Inventory. Incidentally, the scouting sheets are quite unique.

How to Plan Your Gym for Favorite Sports, prepared and distributed by Hillyard Chemical Co., St. Joseph, Mo. Free.

We wonder if the manufacturers supplying any other field offer as many free aids as do the manufacturers serving the coaching and physical education fields. One of these

outstanding aids is this folder. It consists of scaled-to-size regulation diagrams and is bound in tracing paper. The tracing paper is placed over the diagrams and the lines are traced in. In this way numerous different arrangements may be worked out before the actual lines are put down on the floor. Another feature of the folder is a page on how to block in letters or center insignia. Using squares as a guide, it shows how to plot out any block letter. The folder is free.

Basic Physiology of Exercise, by Ferd John Lipovetz. Published by Burgess Publishing Co., Minneapolis 15, Minn. One hundred and seventy large size pages. Price \$5.00.

Ferd Lipovetz has prepared a number of outstanding texts in the fields of recreation and physical education. Although this book is designed primarily for colleges and universities offering courses in physiology of exer-

cise; nevertheless, it will prove valuable to physical education directors and coaches who need new ideas.

Golf for the Physical Education Teacher and Coach, by Conrad H. Rehling. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and twenty-eight large size pages. Price \$3.00.

This is a book that answers a long-felt need in the field of physical education. True, there have been other books which have contained chapters on the instruction of golf but never before have we seen a book devoted exclusively to the sport from the standpoint of the teacher. Next to the shortage of facilities, the bugaboo to the advancement of golf has been the lack of physical education instructors qualified to teach the game. This book will go a long way toward answering the problem.

The book does not go into the minute detail which one will find in the instruction books written by the name pros. Instead, it presents various methods, which have been tried successfully, of teaching golf to groups.



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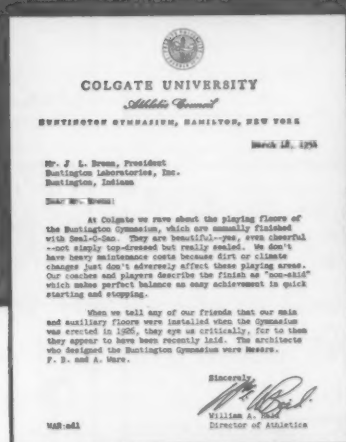
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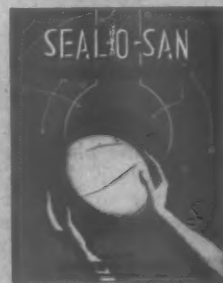
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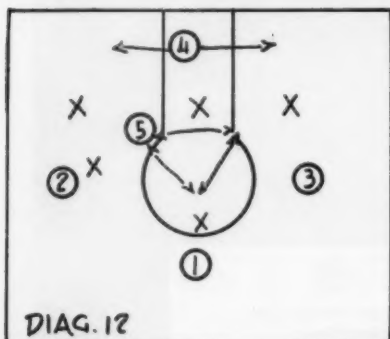
All-Purpose Zone Offense

(Continued from page 18)

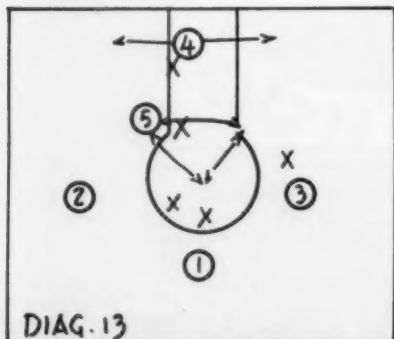
offense as it would be set up against a 2-1-2 zone defense.

When the opponents play one man or three men out in front as in a 1-3-1 or a 3-2 zone defense, the offense should use a 1-3-1 left (or right). Diagram 11 shows the way to attack a 3-2 zone defense with a 1-3-1 left offense.

When the opponents play the two front men, man-for-man and the back men in a zone, the offense should use a 1-3-1 straight. This maneuver is shown in Diagram 12.



When the opponents play the two front men in a zone and the three back men man-for-man, the 1-3-1 straight should be used. Diagram 13 shows this situation.

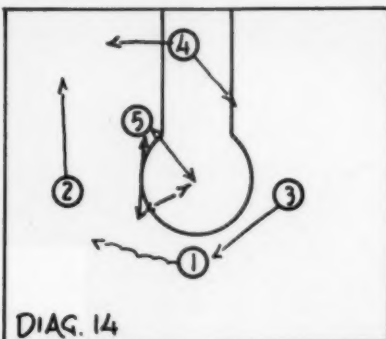


O1, who is the playmaker, sets the 1-3-1 offense either straight, left or right, depending upon the defensive organization. When played either right or left successfully, it is a good idea for the offense to stay on that particular side until the opponents change their tactics and stop the attack.

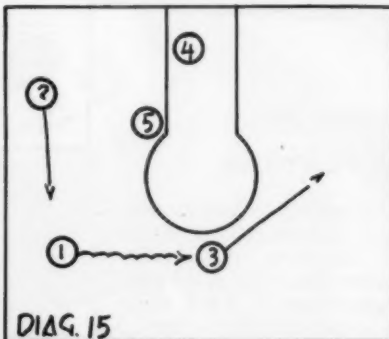
In moving from a 1-3-1 straight to a 1-3-1 left, O1 dribbles the ball to the left side of the court and stops (Diagram 14). O2 goes to the left corner

as O3 slides to the outside edge of the keyhole. O4 and O5 maintain their relative positions, but now they move in slightly different patterns in relation to the court. However, they are in similar patterns in relation to the other players.

In moving to a 1-3-1 straight from the 1-3-1 left, O1 dribbles the ball to his right to the outside edge of the keyhole; O2 and O3 return to their original positions (Diagram 15). When O1 desires to move the 1-3-1



straight to a 1-3-1 right, he dribbles to the right side of the court, and as he moves O3 goes to the right corner and O2 moves to the outside edge of the keyhole (Diagram 16). The pro-



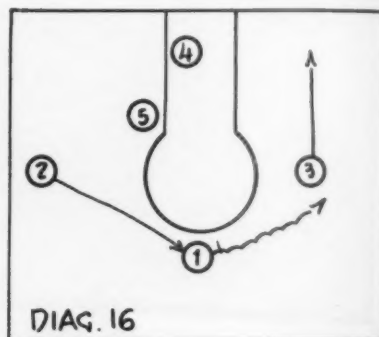
cedure is reversed when the offense goes back to the 1-3-1 straight. O1 again guides the change.

Qualifications and Placement of Players

A coach might ask himself, how can I get unity without sacrificing the individual qualities of my group members? The answer in this case is to place the players in the position to which they are best suited. The

coach should tell them their place in the scheme of things, and each player's value to the total offense should be pointed out. In this way the coach can utilize his players' talents effectively, obtain unity of effort, and have an offense that will systematically take any zone apart. Following are the positions and the qualifications desired when placing the players into the 1-3-1 all-purpose zone offense.

Player O1: This player is the leader, the playmaker, the quarterback; consequently, he should be smart. He should be able to recognize the various defenses and adjust the offense accordingly. The playmaker should be a good passer and should have or develop a good set shot from in front of the outer edge of the keyhole. He should be capable of playing calm, deliberate basketball. Size is of no consequence in this position, although speed is important because he should be able to go on defense in a hurry and be able to play in a one-on-two or in a two-on-three defensive situation.



Player O5: This pivot position should be played by the boy who is the strongest offensive rebounder on the team. He should be able to shoot from the free throw line or closer, either facing or with his back to the basket. The jump, hook, and pivot shots should be among this boy's repertoire of shots. He should have at least one good shot which he can execute with his back to the basket. In this center position the player should be able to pass off when covered or when the defense collapses.

Player O4: This position of forward should be manned by the second best offensive rebounder on the team. He should be good on short shots from the side and from under the basket. If the boy in this position has a good jump shot, it can be very effective because he will obtain many opportunities to score with such a maneuver. Ability to pass is an important part of this position.

Player O2: This position is designated as that of a forward. The requisites are a good set shot and the ability to pass. This player should be the third best on the team when rebounding offensively.

Player O3: This is a guard's position and this player should have a good set shot and be a good passer. An asset in this position would be a boy who is fast at going back on defense and good at intercepting passes.

The coach can interchange players O2 and O3 as long as the boys know who is designated the guard and who is the forward. This designation is necessary for offensive rebounding and defensive balance.

Rules for Rebounding

The following rules are set up so that there are always three men rebounding the ball offensively. These three players cover the board in an offensive triangle, one in the front and one on either side. The other two outside men, who revert to defense when a shot is taken, either balance for defense, cover the opponents outlet pass areas or guard the favorite outlet pass receivers, depending upon their coach's strategy in attempting to stop the opponents first pass out and the subsequent attempt at a fast break.

O5 and O4 rebound every shot, with the latter rebounding on the side where he stationed himself when the play started. The pivot man, O5, always rebounds at the front of the basket.

O1 never rebounds and always maintains a position near the outer edge of the keyhole (or positions himself on the left or right side, depending upon the side the 1-3-1 is being played). After the shot he stations himself to start the offense again, if his team recovers the ball, or goes on defense by combining with either O2 or O3 to stop or slow down the opposing team's fast break.

O2 is designated as a forward, and, consequently, rebounds any time O1, O3, O4 or O5 shoot; but never when he shoots beyond a 15 foot radius from the basket (free throw shot distance). After he has shot, he joins O1 in balancing the offense and preparing to go on defense.

O3 is designated as a guard and he rebounds only when O2, the forward, shoots long (beyond the 15 foot radius). This guard never follows when his own shot is over 15 feet long. After O3 takes a long shot, or when O1, O4 or O5 shoot he joins O1 in balancing the offense and immediately prepares to shift over onto the de-

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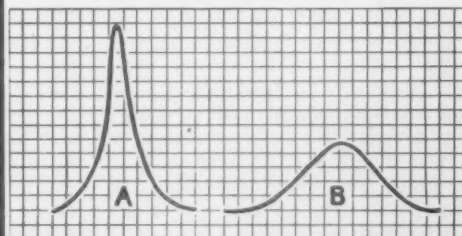
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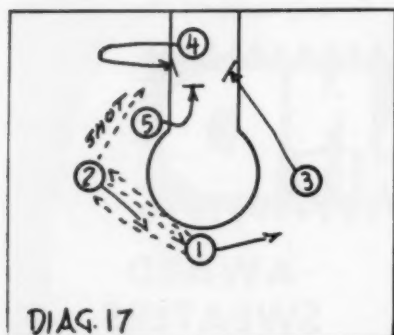
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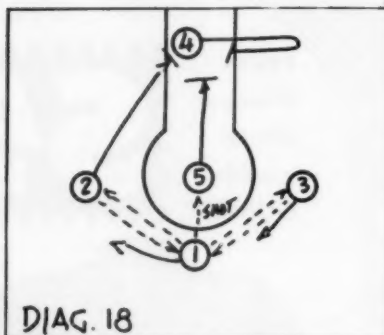
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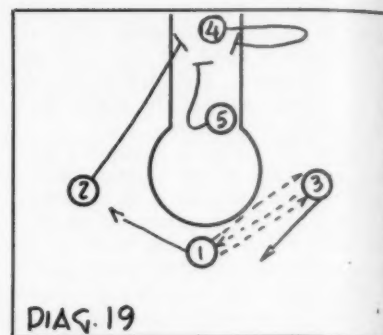
fense in case the opponents obtain possession of the ball.

Diagram 17 shows the players' positions when the forward, O2, shoots. O3 and O4 rebound from the sides, while the center covers the board from the front. When O1 shoots (Diagram 18), O2 and O4 rebound from the sides and again O5 covers



from the front. Diagram 19 shows the players' positions whenever O3 shoots long. The two forwards, O2 and O4, rebound from the sides, while the pivot man controls the board from the front.

We hope this offense will assist coaches in their attempts to penetrate the zone systematically. When used



as described it will give the team an effective method of attack. The players will like it because they can follow the few simple rules which control their actions, and they will obtain excellent close shots and many opportunities for medium-long shots. Use the 1-3-1 all-purpose zone offense and beat the zone defenses.

Put the Defense Back in Basketball

(Continued from page 31)

contemplate. By using a tight defense and a strict ball-control offense, the team won eleven and lost twelve. Of the games lost, we suffered defeat by three points and under in eight of the twelve games. Obviously, our boys were never out of any of those games. They did not take a bad beating. Our worst defeat was to a very superior team which defeated us by ten points.

The best proof that our boys enjoyed playing this type of game was the fine defensive record they compiled. It was our purpose to hold the opposition to 30 points or less each game, and for the entire season our defensive average was 31 points per game. Boys who did not enjoy playing that type of ball could not have compiled such a record.

A sound defense can be achieved by any coach and team if they are willing to work at it. Unlike offense, terrific natural talent is not absolutely essential. In building the defense, two important points should be observed. The first, of course, is to teach the player the techniques of individual and team defense. The second is to develop a strong desire to excel in defense. This latter point is the essence of the system because the player will appreciate the value of a good defensive game and will make a real effort to play his best.

While this statement may come as a surprise to some coaches, perhaps to most, it is a fact that fully one-half of our practice period is devoted to

individual and team defense. Our type of defense is a sagging man-for-man which is varied to meet special situations when they arise. A description of this defense appears at the end of the article. For the other half of our practice time (45 minutes) we concentrate on deliberate offensive patterns. The player is taught to shoot *only* when good percentage shots are possible. He is also taught to practice shooting from the spots on the floor from which he usually shoots in a game.

In regard to defending the shots of our opponents, we try to force them to shoot from outside our defensive perimeter. When the defensive man sees the opponent set to shoot, he is taught to do his utmost to avoid giving the shooter an unobstructed shot. He can do this in a number of ways — by bluff-rushing the shooter, arm waving, shouting, or a combination of all three. In order to achieve perfection in the system the coach must insist on strict practice and the players must have stubborn determination.

The following rules should be the guide post to anyone using this system of defense:

1. A defensive player should never take his eye off the offensive man when he is sagging.

2. The free forward should jam the area in front of the center when the ball is on the side of the court opposite him.

3. The guard's position should be

three feet out from the basket when the ball is on the opposite side of the court.

4. The center should play either straight behind or to either side of his opponent.

5. If the opponent attempts to shoot, the defensive man should get out on him. In the event the offensive man eludes his guard, the center immediately switches to cover him, and the guard picks up the open center's man. Going out on the shooter does not give the offense a chance to drive down the middle because the center acts as a safety gauge.

6. When the ball is shot it is imperative that the shooter be screened off to forestall his getting the rebound. The defensive man will then be in the best possible position to play the rebound himself. With all five defensive men acting accordingly the defense should lose few rebounds.

7. The defense should not go any farther from the basket than the top of the free throw circle. The circle around the basket, especially the mid-portion of it, should be kept tightly blocked.

8. Under normal guarding conditions the guard should keep a distance of six feet from his man. This distance will close as the man gets closer to the basket. Under the basket he must, of course, be guarded tightly.

9. Certain mental traits must be inculcated. The coach should talk up defense and encourage the team. Players should keep their hands up and never relax on defense. One mental lapse in a close game can be disastrous. Besides affecting the score, it inspires the opponent and discour-

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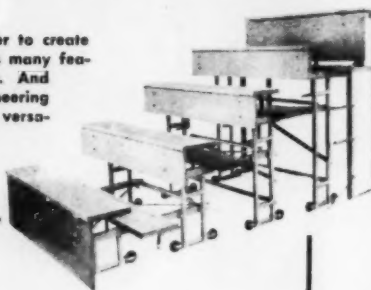
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ages the team. Psychologically we want the opponent to be convinced that the defense is invincible, and after unsuccessful attempts to penetrate it their attitude becomes one of despair.

The coach should take great pride in individual and team defense. As an incentive to good performance on defense we give an award to the man who has the least points scored against him.

In advancing the defensive system described in this article, it has been our hope that it will be of some aid to other coaches. If followed, it will go a long way toward strengthening the particular team that employs it. One important point to keep in mind is that the tougher the defense is, the more valuable are the points the offense scores. In effect, by tightening the defense the offense is improved.

In the play shown in Diagram 1 the center plays in front or in back of the opponent. Forward No. 1 sags in front of the center. Forward No. 2 maintains a distance of six feet from the opponent. Guard No. 1 plays a tight defense on the opponent who has the ball. Guard No. 2 sags three feet in front of the basket.

The center is a safety gauge and he switches to pick up any man who may get through. The defense moves to the opposite side of the court when the ball moves to the other side of the court. The limit to extend the formation is one and one-half feet beyond the end of the key.

Artificial Supports

(Continued from page 19)

below his right hand with the palm against the wall and his fingers pointed downward (Illustration 1). The support offered by the life jacket, plus the pressure which is exerted against the wall with the lower hand, permits the swimmer to maintain his legs at or near the surface with ease—a feat which may be quite difficult without the jacket.

In the second state of learning the kick we use a flutter board. Illustration 2 shows the student's left hand placed over the top edge of the board and his right hand grasping the middle of the right side. The kick is performed in this manner until the beginner is able to progress at an appreciable rate.

In the third step the use of the upper arm and the co-ordination of its action with that of the leg kick is introduced. The student holds the middle of the bottom edge of the board with his left hand while his



Illustration 6

right arm moves in unison with his leg action (Illustration 3).

Next the board is held with the right hand, enabling the novice to practice the timing of the pull of his left arm with his leg kick (Illustration 4). Finally, the board is eliminated and the student attempts to co-ordinate the principal parts of the whole stroke.

REAGH WETMORE began coaching swimming at Mid-Pacific Institute in Honolulu. After receiving his master's degree from Springfield College he was appointed assistant swimming coach and instructor in physical education at Phillips Andover Academy. Recently he was appointed head swimming coach.

We divide the first few lessons so that half the time is spent on the elementary backstroke. The movements of this stroke are so simple that the beginner, with his life jacket, experiences little difficulty in co-ordinating the action of his arms and legs. This first lesson is devoted entirely to having the student merely walk backwards with his arms extended sideways and his head held back far enough to allow his ears to be submerged. Then he learns to execute one full armstroke during each backward step. The third step gradually evolves from the second in that the arm action is continued, during which time the legs are kicked in an up and down fashion. Finally, the kick is changed so that his legs move in a lateral plane as the swimmer is instructed to kick sideways, backwards, and together. Since the positive and negative phases of the arm and leg actions are coincident it takes the learner little

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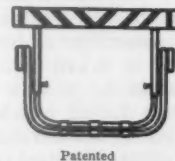
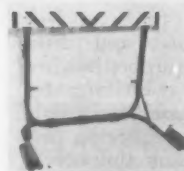
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time to acquire the proper co-ordination (Illustration 5).

Once these strokes are learned thoroughly the novice is required to swim 200 to 400 yards continuously each session. During these long swims he is asked to change direction and strokes rather frequently. After a few weeks of endurance swimming the transition usually takes place within the duration of one lesson. If the novice performs the stroke in the same manner that he practiced when swimming with the jacket, no difficulty is encountered. In fact, he is able to swim more than 100 yards without the aid of a support and in a few days increases this distance to 300 or 400 yards.

It must be emphasized that the method we have described is especially applicable to older groups, namely teen-agers. For younger groups, such as children between the ages of five and ten, a somewhat different approach is used; although use of the life jacket is maintained. With these children emphasis is placed on endurance rather than on practice of the mechanics of the strokes. The sidestroke is rather complex for a young child so it is replaced with the human stroke. Once this stroke has been demonstrated, the *dog paddle* action is learned quickly. As soon as the child is familiar with the use of a support he is then asked to swim 100 to 200 yards with it each day. The transition from the artificial support to actual self-support is aided by the use of a bamboo pole. At first the child is merely pulled through the water while he holds on to the pole. Eventually he releases the pole, swims a few strokes, and then grasps it again (Illustration 6). He advances quickly from this stage to swimming an appreciable distance free of support.

We believe firmly that exclusive use of a life jacket during the initial stages of learning to swim enables a beginner to acquire skill in swimming more efficiently than would be possible without the aid of a support. The use of a life jacket enables the beginner to overcome three of the major obstacles in learning to swim; namely, his inability to float, lack of muscular endurance, and difficulty in breathing. Equipped with a support he is able to swim long distances during which time he not only receives considerable practice in performing the strokes, but also conditions himself to withstand sustained effort. Since his head is held at or above the surface, there is no complication in breathing.

Obviously, the job of the instruc-

tor is far from complete even though his student can propel himself in deep water. Work with the life jacket must be supplemented with drills on bobbing, gliding, underwater swimming, diving, and other skills which improve general ability in the water. However, once a beginner is able to support and propel himself in deep water, rapid progress is made in learning additional skills of a more complex nature.

Defensive Play

(Continued from page 30)

from going to these men or play must be so aggressive that these men cannot get off their shots after they do receive the ball. Many times it makes quite a difference from which position on the floor these shots are taken in order to get a high percentage of baskets. Usually a good shooter will have a favorite spot from which he hits best. The defensive players must not permit this man or men to shoot unmolested from these areas. The offensive players must be forced to pass the ball to the men who are not the best percentage shooters. These men should be forced to take shots at the basket and thus destroy the offensive team's shooting percentage.

3. *Do not permit the offense to take shots at the baskets from nearer than 18 feet.* The offense should be made to take the long shots and the defense should bottle up the inside and force the opposition to shoot from the outside. If an offensive team can be forced to take long shots, the chances of its scoring are not too great. In addition, if the defense forces the offensive players to hurry these long shots, the accuracy of their shooting will be further diminished.

If the offensive team cannot make the long shots, it will be difficult for it to get the short shots. The reason for this is that the defense can concentrate under the basket and will not permit the offense to set up a play for the short shots.

4. *Eliminate all second and/or extra shots.* When the offense shoots, the defense must be in a position to keep it from regaining possession of the ball in order to take a second or third shot at the basket. The offensive team's rebounding strength on the boards must be cut to a minimum. It is the responsibility of every defensive man to keep his man out of the rebounding play and not permit him a direct path to the basket. The defense must play its men first, block

the offense out, and then go after the ball aggressively.

5. *Eliminate all cheap baskets.* Cheap baskets not only make a team appear poorly coached, but they demoralize it. If a team works hard for a basket and then poor defensive play on its part permits the opponents to score on a cheap basket, the comfort and confidence the coach and players have in their defensive play is destroyed.

Defensive players should always be between their men and the basket, and these boys must know where the ball is at all times. Regardless of the defense that is being employed, at least one defensive player should be dogging the offensive player who has the ball. Such tactics do not imply charging the man who has the ball. The defensive man must be able to shift to meet the offensive player's tactics. Defensively, the players should keep in mind one thought — *Make the opponents earn every basket and every point.*

6. *Prevent the ball from going into the pivot man.* Many styles of play are built around a big man who is usually placed near the basket where he establishes a pivot position. The defense should exert a great deal of pressure on their respective men to keep the ball from going into the pivot man.

In guarding the pivot man the important factor is that the defensive player must be alert. He should know where the ball is at all times; he should never relax. He must be careful the pivot man does not get position on him. At times the defensive man will have to play in front of the pivot man, to his side, behind him, etc. Then the defensive player should play the pivot man in such a way that the other opponents will have difficulty getting the ball into the pivot player. Therefore, it will be difficult for the pivot man to get a shot or to return a pass for a teammate to shoot. In order to have plays off the pivot man work smoothly, all passes to him must be synchronized. If the defense allows the opposition to handle the ball without exerting aggressive pressure, the offense will win. Each player should keep a stubborn aggressive defense on his man.

Finally, the coach must assign his men according to size, speed, and ability. We advocate a strict aggressive man-for-man defense. Against a certain opponent a zone defense is employed. We try to get the players to accept the philosophy, *You take care of your man and I'll take care of mine.* In assigning his men to the opposition, the coach must take size,

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the wound. Stop
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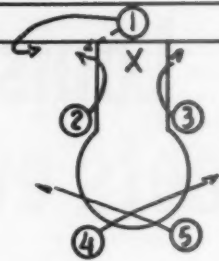


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DONALD FUOSS graduated from Catawba College in Salisbury, North Carolina after having his college career interrupted by army service during the war. He started coaching at Bethany College where he was assistant coach in basketball for five years and head football coach for three years. At Shepherd College, in addition to being basketball coach, he is head football coach and athletic director.



DIAG. 14

speed, and ability into consideration so that his men can put this philosophy into practice.

Aggressiveness is the key to successful defensive play. The defensive men must be alert at all times and dive for loose balls, knock down passes, tie up opponents who have the ball, rebound aggressively, and, in general, beat the opponents to the punch. The cardinal principles of defensive play advocate these tactics.

Out-of-Bounds Plays

(Continued from page 28)

works best when 02 is a tall post man. He holds his hands high and calls for a high pass in order to keep his guard on him. 03 and 04 split with each other and when their guards switch they try to pick them off 02. 01 passes to whoever gets open and it can be 03, 04 or 02. 05 is the outlet man for a last resort pass.

Diagram 13 shows how 03 can screen for 02, 04 or 05. 03 varies the screen in order to find a guard who is weak on switching. Then he uses the roll screen and goes in as the open man. In each case 01 watches to see who gets open. If 03 screens for 02 and 02 is open, he gets the pass.

In the play which is shown in Diagram 14, 04 and 05 split from a box setup as shown. 02 and 03, the taller players, cut in, and with their backs

to the goal, set a good post. 01 passes either to 02 or 03, whoever is open, and then gets in bounds quickly for a return pass and jump shot.

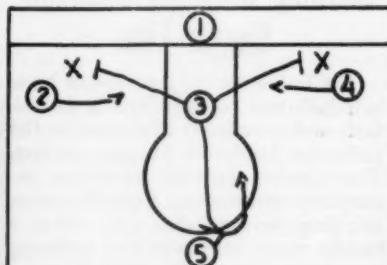
Diagram 15 shows a four horse-men lineup on the free throw line. 02, 03, and 04 all start to cut and then form the three-man screen for 05 to go around and in to receive a



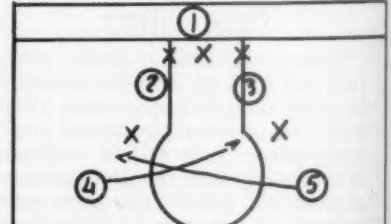
DIAG. 15

pass from 01. If the guard on 02 goes after 05, then 01 should pass to 02 under the goal.

Diagram 16 shows 01 in possession of the ball out of bounds. Whenever the guards on 02 and 03 have their backs to the ball, 02 and 03 move in close to the goal and stand with their hands down as if they do not expect the throw in. Then when 01 passes the ball in to either 02 or 03 they take the pass quickly and get a shot at the goal before the unsuspecting guard realizes what has happened.



DIAG. 13



DIAG. 16

Defensive Maneuvers

(Continued from page 10)

sleeves. All five men turn immediately to get into position and form the cup.

Series H



A Lacrosse Skill Test

By I. F. WAGLOW

Assistant Head, Department of Required Physical Education for Men
and

ALAN C. MOORE

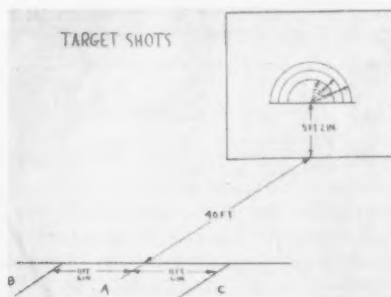
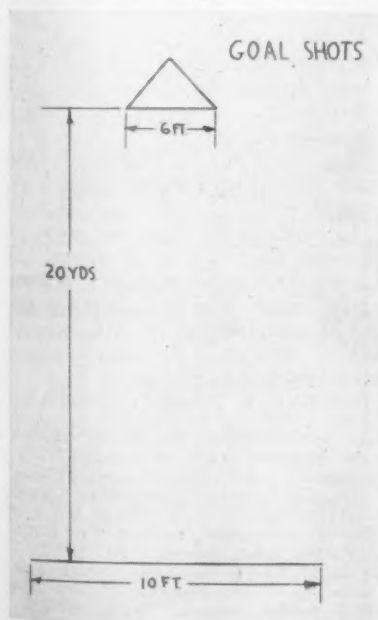
Instructor of Physical Education University of Florida

At the present time lacrosse is considered mainly an intercollegiate sport. In recent years many schools have included it as part of the school

athletic program. However, lacrosse as a phase of the physical education program has not increased in proportion to its growth as an intercollegiate sport.

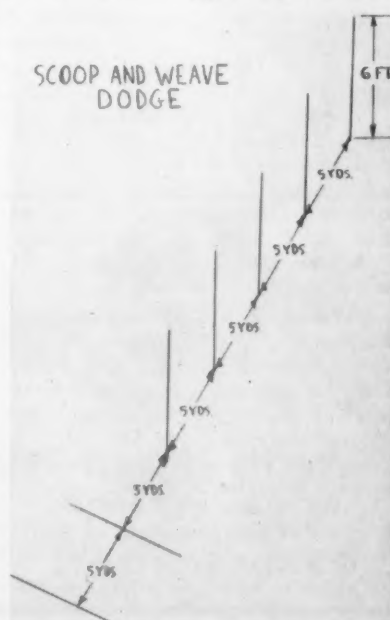
In an article by Glenn W. Thiel¹ he advocates the inclusion of lacrosse as a high school sport, and feels that the game of lacrosse meets every

gram of the colleges. Although this number is not as large as the ardent supporter of the sport would like it to be, there are apparently a number



worthwhile objective of any high school athletic program.

In a Report of a Survey of the Service Physical Education Programs in American Colleges and Universities² lacrosse is listed as one of the courses which is offered in the service pro-



of schools which have adopted lacrosse as part of the school physical education program.

With the inclusion of lacrosse in the physical education program, one of the problems that the teacher faces is the evaluation of the student as to his ability.

At the University of Florida, lacrosse is one of the 24 courses offered in the Department of Required Physical Education. Since we have a departmental policy to evaluate the skills of the students by use of a skill test, a perusal of the literature was made for an evaluative device. Information regarding methods of evaluating the skills of individuals in lacrosse, other than the subjective opinion of the teacher or the coach, could not be found.

Therefore, a skill test was devised to aid the instructor in the evaluation of student skills in lacrosse. Although this test at the present time has not been subjected to full statistical analysis, it has gone through several empirical revisions. We feel that the test would be of value to others who may be in a similar situation where the teacher would like to evaluate student skills by some means in addition to the subjective opinion of the instructor.

Lacrosse Skill Test

General Comment: The student who is taking the test is fully equipped as though he were actually participating in a game. His equipment includes helmet, shoulder pads, gloves, and the stick he has been accustomed to using.

Goal Shots

Purpose: To determine the student's ability to score a goal from 20 yards in front of the goal.

Equipment and Facilities: 1. The student is fully equipped for a game situation. 2. He has five lacrosse balls. 3. He stands on a line drawn parallel to the goal, 20 yards in front of it.

Procedure: The student stands a few feet back of the 20-yard marker, with a ball in the pocket of his stick. Then he takes a few steps toward the goal and throws the ball without going past the restraining line.

Scoring: Two points are awarded for each goal that is scored.

Target Shots

Purpose: To determine the student's accuracy in throwing the ball

at a stationary target from different angles.

Equipment and Facilities: 1. The student is fully equipped for a game situation. 2. He has 12 lacrosse balls. 3. We use a wall with a target which is centered 5 feet, 2 inches from the floor and has three semi-circles drawn from this point with a radius of 17, 27, and 37 inches. Forty feet from the base of the wall and parallel to it a line is drawn. From a point on this line which is lined up with the center of the target, two perpendicular lines 11 feet, 6 inches on each side of this point are drawn away from the wall.

Procedure: The student stands anywhere in area A and throws the ball at the target four times. Then he moves to area B and throws the ball at the target four times. He then moves to area C and throws the ball at the target four times.

BOTH of the authors are graduates of Springfield College where they played lacrosse. Alan Moore was soccer and lacrosse coach at North Carolina before joining the staff at Florida. He served as an assistant coach of the South team in the 1953 North-South All-Star Lacrosse Game. I. F. Waglow holds a master's from Columbia and at the present time is assistant to the head of the Required Physical Education Department at Florida.

Scoring: Points are awarded for the accuracy of each throw as follows: five points for the center of the target, three points for the next area, one point for the next area, and no points if the ball hits outside the target area. The accuracy score is the sum made on the twelve trials. Balls hitting a line earn the highest score.

Scoop and Weave

Purpose: To determine the student's time in scooping and cradling the ball as he runs around barriers.

Equipment and Facilities: 1. The student is fully equipped for a game situation. 2. He has one lacrosse ball. 3. The instructor has a stop watch. 4. Five barriers made of wood 1½ inches by 1½ inches by 7 feet are driven in the ground on a line 5 yards apart. A mark is placed 5 yards in front of the first barrier and a line is drawn 10 yards from the first barrier which serves as a starting and finishing line.

Procedure: The student stands at the starting line, runs to the ball which has been placed on the ground five yards away, scoops the ball, starts to cradle it as he weaves around each barrier, runs around the last barrier, weaves around each barrier on the way back, and finishes by running across the starting line.

If the ball drops to the ground, he must scoop it and continue to run through the course.

Scoring: The time that it takes the student to complete this event is recorded.

Dodge

Purpose: To determine the student's time in cradling the ball and executing dodges around the barriers.

Equipment and Facilities: 1. The student is fully equipped for a game situation. 2. He has one lacrosse ball. 3. The instructor has a stop watch. 4. The same course is laid out as in the scoop and weave. In this event the starting and finishing line is 5 yards from the first barrier.

Procedure: The student stands at the starting line with the ball in the pocket. As he comes up to the first barrier, he executes a dodge going to the right or left side of the barrier, continues his dodge and alternates the side of the next three barriers which he passes, depending upon the side he passed the first barrier, runs around the last barrier, and continues back with his dodges, alternating the side of the barriers as they are passed.

The dodge is executed by the student running up to the barrier, turning his back to the barrier and continuing to spin. This is similar to the basketball pivot. If the ball drops to the ground, he must scoop it and continue to run through the course executing the dodges.

Scoring: The time that it takes the student to complete this event is recorded.

In order to combine the items of this test T-scores were developed following the method explained in Scott and French³. The table is not reproduced here because of lack of space but will be sent by the Athletic Journal to any readers requesting it.

¹Thiel, Glenn N., "Lacrosse as a High School Sport," *The Journal-American Association for Health, Physical Education, Recreation*, Vol. 22, No. 4, April, 1951, pp. 26-28.

²Report of a Survey of the Service Physical Education Programs in American Colleges and Universities (A project of the Tests and Measurements Committee of the CPEA) — Mimeographed Report.

³Scott, M. Gladys and Esther French, *Evaluation in Physical Education*. St. Louis: The C. V. Mosby Company, 1950. pp. 317-322.

From Here and There

(Continued from page 4)

books are recommending that all batters wear a head protector . . . Idaho has more boys participating in football than in basketball. This is due to the fact that 91.6 per cent of the state's schools play either the six, eight or eleven-man game. The average size eleven-man squad was 43.6; the average for the eight-man teams was 23.6; and the six-man squads averaged out at 15.5 players.

Play Patterns

(Continued from page 11)

Another factor to be considered is the reaction of a boy to specific play situations. The job of instructing the boys to use plays is not as difficult as is generally believed.

Junior high school boys take great pride in making the plays work. Psychologically these boys feel they have entered an advanced stage of basketball when they are given specific offensive assignments. Therefore, very little selling on the part of the coach is required. The real task lies in breaking the maneuvers down into simple, step-by-step procedures. Many times the coach will request the boys to walk through a particular play so that each player can familiarize himself with his respective assignment.

After the player knows his own assignment, it is necessary for the coach to point out to the player the particular assignment of each of the other four men so that, in the final analysis, each player knows where the other one is and what he is doing. Then the coach works the pattern at full speed.

If the team masters the more simple patterns, such as a basic weave, or a figure eight, then the coach may see additional advantages in teaching numerous variations which can be developed from the pattern. However, too many variations should not be used because the entire pattern might become complicated and uninteresting to the squad.

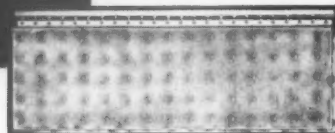
Many of the taller boys find these patterns challenging and will endeavor to attain perfection in the game. Before these patterns were used, many of our tall players assumed an attitude of disinterest because of the lack of competition afforded them by the smaller boys they generally come into contact with on the junior high school level.

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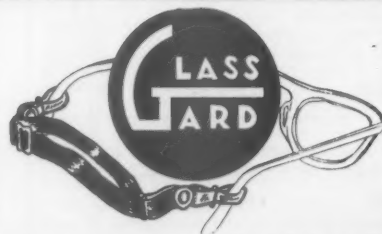
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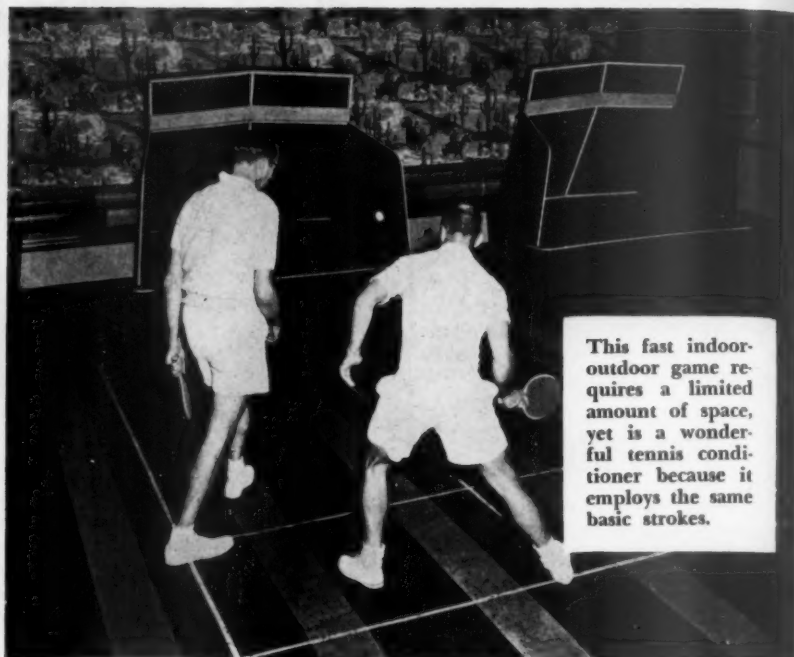


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This fast indoor-outdoor game requires a limited amount of space, yet is a wonderful tennis conditioner because it employs the same basic strokes.

The Game of Smash

By H. A. "Cap" LEIGHTON

Tennis Coach, Senn High School, Chicago, Illinois

THE game of "Smash" is a skillfully blended combination of tennis, handball, and squash. It is easy to learn and in no time a player who has an average skill is smashing a plastic ball into the backboard with the ferocity of a tiger.

At first the game appears to be a table tennis table, telescoped into a sugar scoop, with a small court area laid out in front of it. "Smash" is like tennis in that the strokes are sweeping, and getting down to the ball while keeping an eye on it is required. It is like squash and handball in that it is played against the walls of the "Smash" setup.

It is one of the rare racquet sports that can be played alone, with a partner or in a doubles combination, and like table tennis it can be played in a small area.

The most important part of the game is the backboard, a series of plywood panels assembled into a shell. The ball is slammed into the backboard and is propelled back with confusing speed and unexpected directions.

The playing court, outlined in yellow plastic tape or paint, measures 12 feet by 9 feet, 2 inches. On its downward return from the backboard

the ball must stay within the court. It can be stroked by a player on the fly or after the first bounce.

At the top of the backboard is a narrow horizontal panel called the "Smash" board. Experienced players aim at it because it sends the ball back at a dizzy speed and at wider angles than is possible from the lower panels.

Between the "Smash" board and the backboard is a yellow painted metal strip. If the ball hits the metal instead of the "Smash" board, it is counted as a fault.

The game provides a vigorous workout for the single player as well as two or more players because of the multiple angles at which the ball rebounds. It capitalizes on the age-old desire of youngsters to throw or hit a ball against the side of a garage or barn.

The scoring is similar to table tennis. The game is either 21 or 15 points, with a match being two out of three. If the players reach 14 all or 20 all, the winner must secure an advantage of two points. One player serves for five times. All even scores are served from the right court and the odd scores from the left court. All serves must land in the opposite

court to be in play.

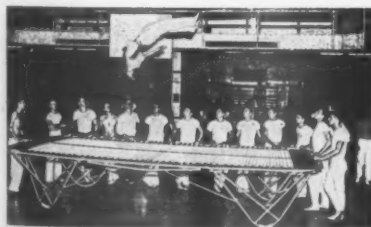
Only one bounce is allowed from the floor. A fault is called if the ball hits the bottom of the game. After the ball is in play, it may hit the side walls providing it hits the back wall before it comes out. Each player has the right to call *interference* if his opponent does not give him ample room to stroke the ball.

The equipment used is a special "Smash" bat with a blade slightly larger and a handle much longer than that used in table tennis. The ball is made of plastic and is the size of a golf ball.

The playing area is a space 6½ feet high, 12 feet wide, and 20 feet in length. Height is not important as the ball, upon its return, always slants downward. The game can be set up in a basement recreation room or gymnasium; it is also an outdoor game because the wind does not deflect the heavier ball. Driveways and cement slabs are used.

"Smash" is not just another game that will come and go from the sports scene; it is here to stay. In a short time it has made its way throughout the United States.

Last summer a game was installed at the River Forest Tennis Club. It was in use constantly so that time of play had to be limited. We feel very strongly that "Smash" will prove to be a boon to tennis as it is ideally suited to keep tennis players in top condition during the long winter months because it increases stamina and improves footwork and timing. Above all, the players like it and hence there is not the drudgery which is often experienced when tennis players practice by stroking a ball against a wall.



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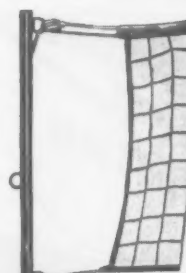
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Fast Break

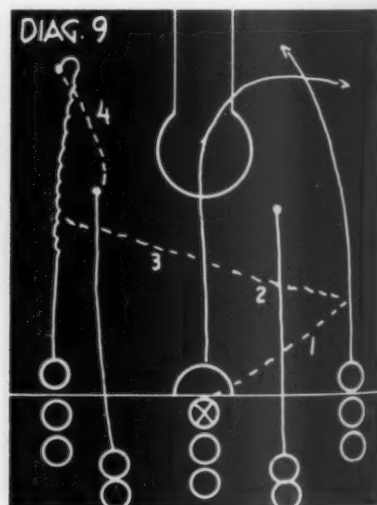
(Continued from page 24)

side left man. The outside left man fakes, drives in, and passes out to the center man who has executed the same in and out maneuver described in connection with Diagram 7.

Quite often teams are able to stop the initial thrust of a fast break, especially those teams which are well drilled. It has been our experience that by having our boys practice trailer maneuvers we are able to more than double the baskets made as a result of using the fast break. Many teams move at breakneck speed with their front three men attacking. If the defense is able to stop the initial thrust, the offense usually becomes confused, throws a pass away, fumbles the ball or gets tied up.

Our trailer maneuvers are practiced just as religiously as are the other maneuvers. If our boys are stopped, they know how to react and how to hit one of the trailers who will be coming down one-third of the distance in from the sideline and about 15 or 20 feet behind the front line attackers. It is essential for the trailer to lay back behind the play a sufficient distance so that he can receive a pass from a pivoting front line man near the back of the key-hole.

When one of the outside men in the front line sees that he can neither pass back to the center man nor drive in for a relatively easy lay-up shot he is instructed to dribble straight towards the baseline without converging on the basket. In fact, we instruct our outside man to widen whenever possible in order to draw the defense wide. Near the baseline



he comes to a quick stop, executes a reverse pivot, and passes back out to the trailer who is coming down his side as shown in Maneuver 1, Diagram 9. The center man in the front line goes through to the baseline and then swerves to the sideline in the direction away from the outside man who passes to the trailer.

The trailer can drive in for a shot, take a set shot, pass to the other trailer or pass back quickly to one of the front line men who is likely to be open as the defense shifts desperately.

As we mentioned previously, the teaching of the trailer maneuver requires time and patience on the part of the coach. Statistics which we kept last season show that almost 58 per cent of our fast break baskets came as the result of a pass to the trailer. We certainly feel that the time spent on the trailer maneuver is not wasted.

Many coaches may wonder if we call these definite maneuvers in a game. They are not called. In a game with its rapidly changing situations, the movement is so unpredictable that we would not be able to call these specific maneuvers and we do not. Why then do we practice them as specifically called maneuvers? They are practiced for several reasons. We like these maneuvers for reference purposes, but that is not our primary reason for employing them. Almost every fast passing situation is encountered, and we are interested in having our boys get the feel of these situations so they can react properly if faced with them in a game. All drills in athletics are designed either to teach a skill or to teach boys to react to a play situation. We certainly feel that we are teaching the passing skills with these drills.

Constant repetition of these maneuvers helps the boys react wonderfully to similar game situations. When handled correctly the improvement in fast passing which takes place in just ten days' time is almost unbelievable.

Remember, only during the first ten days do we practice these maneuvers by specific name, and they are practiced against no defense. After ten days we put in one defensive man and let the offense use whichever one of the maneuvers is applicable to the situation. Two, and finally three men are added on defense.

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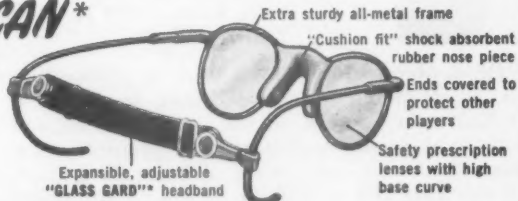
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NEW ITEMS

IN EQUIPMENT AND IDEAS

For further information see Service Coupon, page 52



THESE new "Snap-On Grid-Gard" masks have a number of features which make them outstanding. The masks are made of shatterproof, transparent Lucite with 3/8" padding along the jaws. Four adjustable leather straps insure proper fit. We particularly like the way this mask is free of distortions and the snap-on feature permits easy and quick removal and return to the helmet whenever substitutions are made. The masks are designed to fit all Wilson helmets. Wilson Sporting Goods Co., 2037 N. Campbell Ave., Chicago 47, Ill.

FOR an entirely new indoor noontime recreational program try horseshoes. The interest evinced will amaze everyone in the department. This set of four horseshoes and two wooden pegs is designed for either indoor or outdoor use. The shoes, which are official in size and shape, are especially compounded in order to eliminate any excessive rebounding or bouncing characteristics. This particular compound makes the horseshoes "dead" even when thrown on wood or cement floors. Voit Rubber Corp., 1600 East 25th St., Los Angeles 11, Calif.



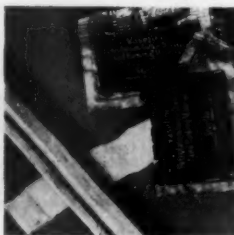
LABORATORY and clinically tested "Fung-Aide" has had an amazing history of effectiveness in the treatment of athlete's foot and ringworm. It has been used on the West Coast for a number of years and is now being released for national distribution. The liquid is applied directly to the infected area with an applicator. This product is backed with a full guarantee. A 2-ounce bottle costs \$1.00. Sunset Sales Corp., 1660 N. Hobart Blvd., Hollywood 27, Calif.

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THESE socks are called "Foot-Huggers" and what a boon they are to the equipment room manager for they will fit any foot size from 10 to 13, thus doing away with the constant sorting of sizes. Use of elasticized yarn is the secret. The yarn is 60 per cent wool and 40 per cent nylon and employs all the careful workmanship which has made "Wigwam" socks so popular in the field of athletics. Hand Knit Hosiery Co., Sheboygan, Wisc.

LONG a favorite in training rooms and hospitals, these "Vaseline" sterile petrolatum gauze dressings are now available in a one-inch width. Originally developed during the war, these dressings have proven most popular in treating abrasions and "floor burns" because they provide a protective dressing which is non-adherent. The new size is ideal for small areas or finger dressings. The dressings are sealed in aluminum foil packages. Chesebrough Mfg. Co., 17 State St., New York 4, N. Y.



These maneuvers help make practice more fun as our boys get a great kick out of the quick ball-handling involved. Also, the defensive men learn to take great pride in their work. By the way, our concentration on the fast break has made us a rough team to fast break against. The boys receive plenty of practice during the week against our own fast break and are, therefore, better equipped fundamentally to halt a fast break when we meet one.

While we teach no fancy passes, they seem to materialize from constant practicing of these maneuvers, and the boys exhibit adeptness at passing when the situation calls for it. Needless to say, fancy passing pleases the crowd, and when executed with discretion it produces points.

We spend about 20 minutes daily on the maneuvers for the scoring end and from 10 to 20 on the initiating end of the fast break.

For any coach who might plan to employ this method of drilling the fast break let us stress the following: 1. Keep proper spacing between the front line attackers. 2. Do not permit the center man to penetrate past the free throw line until a shot is on the board or unless he is driving in for a lay-up. 3. Developing the in and out maneuver requires a great deal of patience on the coach's part and drill on the part of his players. 4. If a coach neglects the trailer maneuver, he neglects the fast break. 5. The coach should not expect his boys to score every time they fast break. They should be ready to go into the regular set offense.

In conclusion, we might add that the words of a famous football coach, Bob Zuppke, are especially applicable to the basketball coach who is teaching the fast break: "The man who neglects the details will have the job of convincing the world he's a 'hard luck' coach."



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More on Soft Living

(Continued from page 20)

uted to a safer game of football by requiring a pre-season training period. The requirement that head-gear be worn, the general improvement in the turf on football fields, the mandatory regulation requiring a warm-up period, and many rules changes have made for a safer game. Among these rules changes, and we believe the most important, is the free substitution rule. The wide side zone and the regulation which permits passing anywhere behind the line of scrimmage also contributes to a safer game."

We agree wholeheartedly with each one of these points and only regret the impression was given that the two items mentioned were the sole reasons for the reduction of fatalities. Many of these points have been discussed in our editorial columns.

All of these items have contributed immeasurably to the reduction of football fatalities. They also tend to strengthen our belief that something must be done to counteract the soft way of living to which our youth are becoming accustomed.

The average incidence of high school football fatalities per 100,000 exposures for the five years 1931-1935 was 1.75. The average incidence for the years 1949 to 1953 inclusive was 1.19.

Without better equipment, better turfed fields, better administration, better coaching, and progressive thinking in writing the rules we shudder to think what the fatalities might be today. Our statement, "The general tempo and mode of our life has counteracted the work being done in the field of physical education," might also apply in the field of football.

In concluding our editorial last month we said: "If the boys can be sold on the value of conditioning we may pretty well lick the injury problem." In making the statement we were assuming that the school administrators would continue to show the same progressive thinking which has characterized their actions in the past. We are assuming that progress would continue to be made in improving athletic fields. We were assuming that the rule makers would continue to legislate dangerous practices out of the game. We were assuming that the athletic goods manufacturers would continue to improve the equipment by using products which are undreamed of today.

If we can sell the boys on the value of conditioning and continue to make improvements in the fields mentioned above, we may lick the injury problem.

Certainly our present-day mode of softer living offers a challenge and we feel that the challenge can be met, to a certain extent, by placing greater emphasis upon conditioning.

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DECEMBER, 1954

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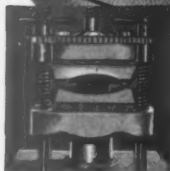
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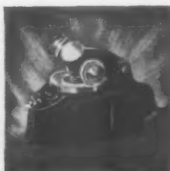
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